



**St. Mary's College (Autonomous)**

**(Re- accredited with 'A+' Grade by NAAC- 4th Cycle)**

**Thoothukudi- 628001**

**Tamil Nadu, India**

**(Affiliated to Manonmaniam Sundaranar University)**

**PG and Research Department of English**

**UG Syllabus 2021- 2024**

## **PG and Research Department of English**

### **Course Structure (w.e.f. 2021)**

English revolutionizes the world of language and communication by being widely spoken, written and read. It has been acclaimed as one of the greatest links between people and nations. This global medium of communication cuts across all barriers of culture, race, region and other differences. It is imperative therefore to tutor our students to acquire English language skills.

#### **Vision:**

To make the students torch-bearers of a society that is imbued with high values and ideals.

#### **Mission:**

To enhance the communicative skills of the students.

To develop aesthetic sense in the young minds.

To offer them a platform for cultivating and promoting their creative abilities.

#### **Programme Outcome:**

<b>PO No.</b>	<b>After completion of the Undergraduate programme the students of St. Mary's College will be able to</b>
PO-1	develop language, numerical, experimental, analytical and computing skills.
PO-2	pursue higher education programmes.
PO-3	excel in the recent trends of the world, enhancing the level of knowledge to emerge as a holistic person.
PO-4	function effectively as an individual in multidisciplinary settings and develop their ethical, social and cultural values to serve the nation.
PO-5	be proficient in the fields of Arts, Science and Management Studies to qualify for the job.

PO-6	develop their communicative skills using a range of technologies which enable them to express their ideas and views effectively.
PO-7	become an environmentally conscious citizen.
PO-8	be an empowered and economically independent woman with efficient leadership qualities in an egalitarian society through liberative education.

**Programme Specific Outcome:**

<b>PSO No.</b>	<b>Upon completion of B.A. English Literature programme students will be able to</b>	<b>PO Mapped</b>
PSO - 1	develop competency in communication skills and fluency in English language.	1, 6
PSO - 2	acquire knowledge and understanding on wider range of literary voices across cultures.	3
PSO - 3	employ rhetorical and literary skills to help compete in the global job market.	5
PSO - 4	evaluate literary genres in a socio-cultural and psychological perspective.	4
PSO - 5	explain how language and literature shape their perceptions to evolve towards better transformation.	7, 8
PSO - 6	apply critical and theoretical approaches to the reading and analysis of literary and cultural texts.	3
PSO - 7	emerge as educators, freelance writers, journalists and soft skill trainers.	2
PSO - 8	create, articulate and participate in deliberations for holistic growth.	3

## Semester –I

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil	21ULTA11	தமிழ் - 1 ,f;fhy ,yf;fpak (nra;As> ,yf;fzk ,yf;fpa tuyhW> ciueiU rpWfij)	6	3	40	60	100
	French	21ULFA11	Introductory French Course					
II	General English	21UGEN11	Poetry, Prose, Extensive Reading and Communicative English-I	6	3	40	60	100
III	Core I	21UENC11	Age of Renaissance (1500 – 1660)	5	4	40	60	100
	Core II	21UENC12	English Grammar and Usage	5	4	40	60	100
	Allied I	21UENA11	Social History of England	4	4	40	60	100
IV	Skill Enhancement Course – I	21UENPE1	Professional English - I	2	2	20	30	50
	Ability Enhancement Course - I	21UAVE11	Value Education	2	2	20	30	50
<b>Total</b>				<b>30</b>	<b>22</b>			

## Semester II

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil	21ULTA21	ngghJj;jkpo jhs 2 rka ,yf;fpaq;fSk ePj ,yf;fpaq;fSk (nra;As;> ,yf;fzk> ,yf;fpa tuyhW> ciueiL tho;f;if tuyhW)	6	3	40	60	100
	French	21ULFA21	Intermediate French Course					
II	Part II English	21UGEN21	Poetry, Prose, Extensive Reading and Communicative English-II	6	3	40	60	100
III	Core III	21UENC21	Age of Restoration and Transition (1660 – 1770)	5	4	40	60	100
	Core IV	21UENC22	Romantic Age (1770 – 1830)	5	4	40	60	100
	Allied II	21UENA21	Literary Forms and Terms	4	4	40	60	100
IV	Skill Enhancement Course - II	21UENPE2	Professional English - II	2	2	20	30	50
	Ability Enhancement Course - II	21UAEV21	Environmental Studies	2	2	20	30	50
<b>Total</b>				<b>30</b>	<b>22</b>			

### Semester III

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max. Marks		
						CIA	ESE	Total
I	Tamil	21ULTA31	Advanced Tamil Language	6	4	40	60	100
	French	21ULFA31	Advanced French Language					
II	Part II English	21UGEN31	Poetry, Prose, Extensive Reading and Communicative English- III	6	4	40	60	100
III	Core V	21UENC31	Victorian Age (1837 – 1901)	6	6	40	60	100
	Allied III	21UENA31	History of English Literature- I	4	4	40	60	100
	Core SB	21UENS31	Skills for Career Advancement	4	4	40	60	100
	NME I	21UENN31	Functional English – I	2	2	20	30	50
IV	Ability Enhancement Course - III	21UAWS31	Women's Synergy	2	2	20	30	50
	Self Study/ MOOC / Internship (Compulsory)	21UENSS1	Myth in Literature		2		50	50
Total				30	28			

### Semester IV

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max. Marks		
						CIA	ESE	Total
I	Tamil	21ULTA41	தமிழ் இலக்கியம் மற்றும் வரலாறு	6	4	40	60	100
	French	21ULFA41	French Course and Literature					
II	General English	21UGEN41	Poetry, Prose, Extensive Reading and Communicative English- IV	6	4	40	60	100
III	Core VI	21UENC41	Twentieth Century British Literature	6	6	40	60	100
	Allied IV	21UENA41	History of English Literature- II	4	4	40	60	100
	Core SB	21UENS41	Media Writing	4	4	40	60	100
	NME II	21UENN41	Functional English - II	2	2	20	30	50
IV	Ability Enhancement Course- IV	21UAYM41	Yoga & Meditation	2	2	20	30	50
	Self Study / Online course / Internship (Optional)	21UENSS2	World Classic Fiction		+2		50	50
V	NCC, NSS & SPORTS				1			
	Extension Activities CDP				+1			
Total				30	27 + 3			

### Semester V

Part	Components	Course Code	Course Title	Hrs / Week	Credits	Max.Marks		
						CIA	ESE	Total
III	Core VII (Common Core)	21ULCC51	Women Empowerment in India	6	3	40	60	100
	Core VIII	21UENC51	Essentials in Shakespearean Writings	6	4	40	60	100
	Core IX	21UENC52	American Literature	6	4	40	60	100
	Core X	21UENC53	Literary Criticism	5	4	40	60	100
	Core Elective	21UENE51 21UENE52	Phonetics for English Proficiency / Practical Criticism	5	4	40	60	100
IV	Common Skill Based Course	21UCSB51	Computers for Digital Era and Soft Skills	2	2	20	30	50
	Self Study/ Online course / Internship (Optional)	21UENSS3	Science Fiction		+2		50	50
<b>Total</b>				<b>30</b>	<b>21+2</b>			

### Semester VI

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
III	Core XI	21UENC61	Indian Writing in English	6	4	40	60	100
	Core XII	21UENC62	Women's Writing	6	4	40	60	100
	Core XIII	21UENC63	New Literatures in English	6	4	40	60	100
	Core XIV	21UENC64	World Literatures in Translation	6	4	40	60	100
IV	Core XV / Project	21UENC65/ 21UENP61	Diasporic Literary Studies/ Project	6	4	40	60	100
<b>Total</b>				<b>30</b>	<b>20</b>			

Semester	Hours	Credits	Extra Credits
I	30	22	---
II	30	22	---
III	30	28	--
IV	30	27	3
V	30	21	2
VI	30	20	--
<b>Total</b>	<b>180</b>	<b>140</b>	<b>5</b>

<b>Courses</b>	<b>Number of Courses</b>	<b>Hours / week</b>	<b>Credits</b>	<b>Extra Credits</b>
Part I Tamil / French	4	24	14	--
Part II English	4	24	14	--
Part III Core	14 + 1 (Optional for Project)	85 (79+6)	63 (59+4)	--
Core Skill Based	2	8	8	--
Core Elective	1	5	4	--
Group Project / Core	1	6	4	--
Allied	4	16	16	--
NME	2	4	4	--
Skill Enhancement Course	2	4	4	--
Ability Enhancement Course	4	8	8	--
Common Skill Based Course	1	2	2	--
NCC, NSS & Sports		--	1	
Extension Activities		--		1
Self Study /On-line Course Internship (Optional)	2	--		4
Self Study Papers (Compulsory)	1	--	2	--
<b>Total</b>		<b>180</b>	<b>140</b>	<b>5</b>

ghLj;jpLLj;jpd Nehf;fq;fs;

1. midj;Jj; Jiwkhzth;fSk gad;ngWk; tifapy; ghLj;jpLLk; tiuaiw nra;ag;gL;Ls;SJ.
2. jkpo ,yf;fpaf; fy;tpia vspikALd Mokhf;fpf; fw;gpf;Fk; tpjkhf,f;fhy ,yf;fpak njhLq;fp rq;f ,yf;fpak tiufw;gpj;jy;.
3. jkpo nkhopapy; gpioapd;wpf; fw;Fk; tpjkhf vOj;J> nrhy;> nghUs;> ahg;G>mzp vd ,yf;fzj;ijg gapw;Wtpj;jy;.
4. khzth;fspd eyd fUj ,yf;fpa tuyhw;Wg; gFjpahdJ nra;As;m i kg;gpw;;Nfw;g tifg;gLj;jg;gL;Lf; fw;gpf;fg;gLjy;.

**gad;fs;**

1. fhye;NjhWk; tsh;eJtUk jkpo;f; ftp i jfspd tbtPidAk fUj;NjhLLj;jpidAk khztpah mwpe;Jnfhs;th;.
2. jkpo nkhopiag gpioapd;wp vOjTk NgrTk KbAk;.
3. jd;dk;gpf; i f cUthFk;
4. jfty njhLh;Gr; rhjdq;fs; jkpo; tsh;r;rp;Fg; gad;gLtij mwpe;Jnfhs;th;.
5. giLg;ghw;w i y tsh;j;Jf; nfhs;th;.
6. jkpo ,yf;fpaq;fs; md;W Kjy ,d;Wtiu ngw;WtUk; rpwg;ig czh;th;.
7. ,yf;fpatuyhw;wpd top nkhopad; tsh;r;ri aAk; fhye;NjhWk khwptUk; ,yf;fpaq;fspd gy;NtW tiffisAk njhpe;Jnfhs;th;.
8. JiwNjhWk jkpo nkhopad; tsh;r;rpia mwpth;.
9. rq;fk; itj;Jj; jkpo;ha;e;j kd;dh;> Gyth;> kf;fs; ,th;fspd tho;tpay; mwq;fisf fZLwpth;.
10. gz;ghL;Lr; rpwg;gp;id nkhopad; to mwpe;J jk tho;tpy; fiLg;gpbg;gh;
11. Ntiy tha;g;gpw;fhd Njh;Tfspy; jpw i kALd gq;Nfw;gh;.

SEMESTER - 1			
Part – 1 nghJj;jkpo jhs - 1 ,f;fhy ,yf;fpak; (nra;As;> ,yf;fzk ,yf;fpa tuyhW> C iueiL rpWfij)			
Course Code: 21ULTA11	Hrs/Week:6	Hrs/Semester: 90	Credits: 3

### Objectives:

- khztpaUf;F ey;y kjpg;gPLfif fw;gpj;J tho;tpy; mtw;iwg; gpd;gw;w toptFj;jy
- ,yf;fpa khe;jhpd; tho;f;if mDgtq;fs; %yk; tho;tpy; gpur;ridfis vjph;nfhs;Sk jpwk;> jd;dk;gpf; if> MSikj;jpwk; nkhop mwpT ,tw;iw cUthf;Fjy;.

### Course Outcome:

CO.NO	,g;ghLj;jpLLk khztpaUf;F	mwpTrhh; kjpg;gPL
CO-1	ngz; rhh;e;j tpLj i y> nghJ i kr; rpe;jid czh;itAk tsh;f;fpwJ	tsh;r;rp
CO-2	,aw;i f iag NgZjw;Fk tho;tpd; tsh;r;rp epiyia Nkk;gLj;jpf; nfhs;Sjw;Fk cjTfpwJ.	e i LKiwg;gLj;Jjy
CO-3	rka ey;ypzf;fk;> xw;W i k czh;T> ,iw ek;gpf; i f ,tw;iw cUthf;FfpwJ.	cUthf;fk;
CO-4	nkhopiag gpioapd;wp NgrTk vOjTk cjTfpwJ.	Ghpjy; jpwd Nkk;ghL
CO-5	jdpkdpj tho;f;if; rpf;fy;fs;> rKjhag; gpur;ridfs; vjph;nfhs;Sk jpwd vLj;Jiuf;fpwJ.	e i LKiwg;gLj;Jjy
CO-6	NghLbj; Njh;TfSf;Fg; gad;gLk tifapy; giLg;ghf;fj; jpw i d tsh;f;f cjTfpwJ.	giLg;ghw;wy jpwd Nkk;ghL

SEMESTER - 1			
<b>Part – 1 nghJj;jkpo jhs - 1 ,f;fhy ,yf;fpak; (nra;As&gt;; ,yf;fzk&gt; ,yf;fpa tuyhW&gt; C iueiL rpWfij)</b>			
<b>Course Code:</b> 21ULTA11	<b>Hrs/Week:</b> 6	<b>Hrs/Semester:</b> 90	<b>Credits:</b> 3

**myF – 1 nra;As; - 2 kzp**

1. jkpo;nkho tho;j;J – ghujpahh;
2. GJikg; ngz - ghujpahh;
3. Gjpa cyF nra;Nthk - ghujpjhrd
4. cyif khw;WNthk - ftpauR Kbaurd
5. fz;zhp d ,ufrpak; - mg;Jy; uFkhd
6. kuq;fs; - K.Nkj;jh
7. fhy tpj;jpahrk; - ituKj;J
8. itaj;ij ntw;wp nfhs;s - rp.rptukzp
9. ftp ij; G+q;fhL – gh.tp[a;
10. ngz ,dNk – ikj;Nuap
11. i`f;\$ ftp ijfs
12. ehLLhh; ghLy;fs;
- m. jhyhL;Lg; ghLy;
- M. kPdth ghLy;

**myF - 2 ,yf;fzk - 1 kzp**

**vOjJ**

1. vOj;J - tpsf;fk;>
2. KjnyOj;Jfs rh;ngOj;Jfs
3. RL;nLOj;Jfs tpdh vOj;Jfs
4. nkhop Kjy vOj;Jfs;> nkhop ,Wj vOj;Jfs
5. ty;ypdk kpFk ,Lq;fs;> ty;ypdk kpFh ,Lq;fs;
6. nkhopg;gapw;rp : GJf;ftpj rpWfij  
gj;jphp i ff;Fr; nra;jp mDg;Gjy;

**myF - 3 ,yf;fpa tuyhW - 1 kzp**

1. GJf;ftpj Njhw;wKk tsh;r;rpAk
2. rpWfij Njhw;wKk tsh;r;rpAk
3. ciueiL Njhw;wKk tsh;r;rpAk
4. ehL;Lg;Gw ,ay; mwpKfk

**myF - 4 ciueiL - 1 kzp**

ePNa nty;tha; - f.g.mwthzd;

**myF – 5 rpWfij - 1 kzp**

1. Nfjhhpapd jhahh; - fy;fp
2. tpbAkh? - F.g.uh[Nfhghyd
3. fhyDk; fpotpAk - GJikg;gpj;jd;
4. fUg;gz;zrhk Nahrp;fpwhh - mwpQh; mz;zh
5. ehw;fhyp - fp.uh[ehuhazd
6. uh[h te;jpUf;fpwhh - mofphp rhkp
7. N[hbg; nghUj;jk - n[auj mf];bd

## **I B.A., / B.Sc Part I FRENCH**

<b>SEMESTER – I</b>			
<b>Course Title : PART – I French Paper – I Introductory French Course</b>			
<b>Course Code :21ULFA11</b>	<b>Hrs/week : 6</b>	<b>Hrs/ Sem : 90</b>	<b>Credits : 3</b>

### **Objectives**

To initiate a beginner to the francophonic world and to train them to make their maiden efforts in spoken and written French.

To create a number of real-life situations to make the learner express herself in the target language through experiential teaching method.

### **Course Outcomes**

<b>CO</b>	<b>At the end of this course, the students will be able to</b>	<b>CL</b>
1.	make the initial conversation in French	Un, Re
2.	understand the basic sentence structures and make sentences of their own	Un, Ap
3.	analyse and evaluate intercultural factors	An
4.	understand grammar and apply the acquired grammatical knowledge in solving grammar exercises	Un, Ap
5.	differentiate the French culture	An
6.	understand the French and francophonic lifestyle	Un, Re

SEMESTER – I			
Course Title : PART – I French Paper – I Introductory French Course			
Course Code :21ULFA11	Hrs/week : 6	Hrs/ Sem : 90	Credits : 3

### **Unit 1 – Bienvenue !**

- 1.1- Une introduction à la langue française
- 1.2 – Les Salutations
- 1.3 – Les pronoms
- 1.4 – Les couleurs
- 1.5 – Dans la classe

### **Unit 2 – Et vous ?**

- 2.1 – Se présenter, demander de se présenter
- 2.2 – Donner des informations personnelles
- 2.3 – Demander et donner des coordonnées
- 2.4 – Artistes francophone
- 2.5 – Réaliser une fiche d'identité

### **Unit 3 – On va où ?**

- 3.1 – Demander / Indiquer un chemin
- 3.2 – Comprendre un itinéraire
- 3.3 – Se déplacer en métro ou en bus
- 3.4 – Paris / Montréal : deux villes à découvrir
- 3.5 – Réaliser un questionnaire sur la vie dans un quartier

### **Unit 4 – Qu'est-ce qu'on mange ?**

- 4.1 – Comprendre / Donner des horaires
- 4.2 – Faire des courses / Commander au restaurant
- 4.3 – Exprimer ses goûts
- 4.4 – Québec / France : qu'est-ce que vous mangez ?
- 4.5 – Créer la carte d'un bar à jus

### **Unit 5 – Les soldes, c'est parti !**

- 5.1 – Situer un moment dans une année
- 5.2 – Parler du métro
- 5.3 – Demander / dire la taille et la pointure
- 5.4 – Décrire un objet, dire à quoi ça sert
- 5.5 – Demander / Dire un prix

### **Prescribed Textbook :**

Céline Braud, Aurélien Calvez, Guillaume Cornuau, Anne Jacob, Sandrine Vidal, Cécile Pinson, Marion Alcaraz. *Edito A1 Méthode de français*. Paris : Didier, 2016.

Céline Braud, Aurélien Calvez, Guillaume Cornuau, Anne Jacob, Sandrine Vidal, Cécile Pinson, Marion Alcaraz. *Edito A1 Cahier d'exercices*. Paris : Didier, 2016.

### **Books, Journals and Learning Resources**

- J.Girardet & J.Pécheur avec la collaboration de C.Gibble. *Echo A1*. Paris : CLE International, 2012.
- Carlo Catherine, Causa Mariella. *Civilisation Progressive du Français – I*. Paris : CLE International, 2003.
- Cocton Marie-Noëlle. *Génération 1 Niveau A1, Méthode de français et cahier d'exercices*. Paris : Didier, 2016.
- Dintilhac Anneline, De Oliveira Anouchka, Ripaud Delphine, Dupleix Dorothée, Cocton Marie-Noëlle. *Saison 1 Niveau 1, Méthode de français et cahier d'exercices*. Paris : Didier, 2015
- [www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)
- [www.bonjourdefrance.com](http://www.bonjourdefrance.com)

<b>SEMESTER-I</b>			
<b>Part II General English</b>	<b>Poetry, Prose, Extensive Reading and Communicative English-I</b>		
<b>Course Code 21UGEN11</b>	<b>Hrs/Week: 6</b>	<b>Hrs/Semester:90</b>	<b>Credits:3</b>

**Objectives:**

- To provide adequate exposure and opportunities for students to imbibe, develop, practise and use LSRW skills
- To help students read and comprehend contents in English

**Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO Addressed</b>	<b>Cognitive Level</b>
CO- 1	understand and extend their listening and writing skills.	1	Un
CO- 2	apply and incorporate basic grammar and mechanics in writing.	3	Ap
CO- 3	understand literary texts in its socio-cultural contexts	2, 4	Un, Ap
CO- 4	communicate in English with confidence for employability.	3	Ap
CO- 5	appreciate and imbibe ethical and moral values through the study of the literary pieces.	5	Ap, Ev
CO- 6	construct simple sentences and short paragraphs in response to reading and writing.	8	Cr

SEMESTER-I			
<b>Part II General English</b>	<b>Poetry, Prose, Extensive Reading and Communicative English –I</b>		
<b>Course Code 21UGEN11</b>	<b>Hrs/Week: 6</b>	<b>Hrs/Semester:90</b>	<b>Credits:3</b>

### **Unit I –Poetry**

Rabindranath Tagore – Leave This Chanting

W.W. Gibson – The Stone

Ted Hughes – Hawk Roosting

### **Unit II – Prose**

Stephen Leacock – My Lost Dollar

J.B. Priestley – On Doing Nothing

Robin Sharma – Your Commitment to Self- Mastery: Kaizen

### **Unit III – Short Story**

Oscar Wilde – The Model Millionaire

Leo Tolstoy – Three Questions

K.A. Abbas – The Refugee

### **Unit IV – Grammar**

Parts of Speech – Noun, Pronoun, Article, Adjective, Verb - Modals and Auxiliaries

– Types of Sentences - Subject -Verb Agreement

### **Unit V- Communication Skills**

Vocabulary, Listening Comprehension – Speaking – Reading, Filling Forms

(TANSCHÉ – Module I)

### **Text Books:**

Units I-III – To be compiled by the Research Department of English

Unit IV- Joseph, K.V. *A Textbook of English Grammar and Usage*. Chennai: Vijay Nicole Imprints Private Limited, 2006. Print.

Unit – V – CLIL (Content & Language Integrated Learning) – Module I by TANSCHÉ (Tamil Nadu State Council for Higher Education)

SEMESTER – I			
Core – I		Age of Renaissance (1500 to 1660)	
Course Code: 21UENC11	Hrs/Week:5	Hrs / Semester: 75	Credits: 4

**Objectives:**

To expose students to the significant literary features of English Renaissance.

To let them know of the significance and influence of Shakespeare and the representative writers of the age.

**Course Outcome:**

Co. No.	Upon completion of this course, students will be able to:	PSO addressed	Cognitive Level	
CO-1	understand literary texts in their social, political, historical and cultural contexts.	2	Un	
CO-2	analyse the structure and rhyme scheme of the sonnets.	6	Un	
CO-3	appreciate and analyse the structure and content of any literary piece.	6	An	
CO-4	judge the aesthetic and ethical values of Renaissance.	4,6	Ev, Ap	
CO-5	perceive the distinct qualities of the writers of the Age of Renaissance.	4	Ev	
CO-6	practise writing as a process of motivated inquiry engaging other writers' ideas.	7	Cr	

SEMESTER – I			
Core – I		Age of Renaissance (1500- 1660)	
Course Code: 21UENC11	Hrs/Week : 5	Hrs / Semester: 75	Credits: 4

### Unit – I Introduction of the Age

Historical background : Literary Features - Literary forms

### Unit – II Poetry

Thomas Wyatt (1503 – 1542) : Forget Not Yet  
 Edmund Spenser (1552-1599) : Prothalamion  
 Philip Sidney (1554-1586) : Astrophel and Stella- Sonnet 1  
 Shakespeare : Shall I Compare Thee to a Summer's Day?  
 (Sonnet 18)

### Unit – III Prose

Francis Bacon (1561-1626) : Of Studies  
 Of Friendship  
 Of Parents and Children

### Unit – IV Drama

Christopher Marlowe (1564-1593) : *Doctor Faustus*

### Unit – V Fiction

Thomas More (1478-1535) : *Utopia* -Book 1

### Text Books:

1. Blaisdell, Bob, ed. *Elizabethan Poetry: An Anthology*. New York: Dover Publications. 2005.
2. Marlowe, Christopher. *Doctor Faustus*. New York: Penguin, 1969.
3. More, Thomas. *Utopia*. David Wootton. ed. Cambridge: Hackett Publishing Company, 1999.

### Books for Reference:

1. Albert, Edward. *History of English Literature*. New Delhi: OUP, 1979.
2. Chauduri, Sukanta. *An Anthology of Elizabethan Poetry*. India: OUP, 1993.
3. Harry, Berger. *Spenser: A Collection of Critical Essays*. Englewood Cliffs: Prentice-Hall, 1968.
4. Leishman, J.B. *Themes and Variations in Shakespeare's Sonnets*. London: Hutchinson, 1961.
5. Morris, Helen. *Elizabethan Literature*. London: Oxford University Press, 1958.
6. Oliphant, Smeaton. *Francis Bacon's Essays*. London: J.M. Dent & Sons Ltd., 1955.
7. Saintsbury, George. *A History of Elizabethan Literature*. New York: The Macmillan Company, 1910.
8. Riggs, A. David. *The World of Christopher Marlowe*. London: Faber, 2004.

### E-Resources:

1. <https://www.livescience.com/55230-renaissance.html>
2. <https://guides.loc.gov/renaissance-era-resources>
3. <https://www.britannica.com/event/Renaissance>

SEMESTER – I			
Core II English Grammar and Usage			
Course Code: 21UENC12	Hrs/Week: 5	Hrs/Semester: 75	Credits: 4

**Objectives:**

To equip students with a precise knowledge of the structure and patterns of the English language.

To enable students assimilate the correct usage of English grammar and gain proficiency in communication skills.

**Course Outcome:**

CO No.	Upon completion of this course students will be able to	PSO addressed	Cognitive Level
CO-1	understand the basic functions of the different parts of speech.	2	Un
CO-2	analyse the usage of various tenses.	6	An
CO-3	employ different kinds of sentences in the oral and written communication.	1,7	Un, Ap
CO-4	apply degrees of comparison in the appropriate context.	3	Ap
CO-5	synthesise the structure of the sentence.	1	Ev
CO-6	construct well-organized essays with appropriate usage of grammar and vocabulary with an effective introduction and conclusion, supporting the main topic.	7,8	Cr

SEMESTER – I			
<b>Core II</b>	<b>English Grammar and Usage</b>		
<b>Course Code: 21UENC12</b>	<b>Hrs/Week: 5</b>	<b>Hrs/Semester: 75</b>	<b>Credits: 4</b>

### Unit I - Parts of Speech

Nouns	:	Number and Case
Pronouns	:	Types
Adjectives	:	Determiners
Verbs	:	Kinds of Verbs
Adverbs	:	Position of Adverbs
Preposition	:	Kinds
Conjunctions	:	Kinds Interjections

### Unit II - Tenses

Tenses and their uses  
Concord

### Unit III - Sentence Pattern

Word Formation  
Word Order  
Kinds of Sentences

### Unit IV – Structure: Voice and Speech

Active Voice and  
Passive Voice Direct  
and Indirect Speech

### Unit V - Synthesis

Transformation of Sentences  
Simple, Compound and Complex sentences

### Text Book:

Sinha R.P. *Current English Grammar and Usage with Composition*. Oxford University Press, 2001.

### Books for Reference:

1. Green, David. *Contemporary English Grammar Structures and Composition*. 2<sup>nd</sup> Edition. Bengaluru: Trinity Press, 1971.
2. Stone, Linton. *Lower Cambridge English Exercises*. Basingstoke: Macmillan Education Limited. 1969.
3. Farhathullah, T. M. *English Practice Book for Undergraduates*. Chennai: Emerald Publishers, 2002.
4. Azar, Betty Schramper. *Fundamentals of English Grammar*. 4th Edition. New York: Pearson Longman Publishing, 1994.
5. Murphy, Raymond. *Intermediate English Grammar: Reference and Practice for South Asian Students*. Cambridge: Cambridge University Press, 1999.
6. Dr. K.Hema. *Current English Usage*. Madurai: Shanlax Publications, 2016.

### E – Resources:

1. <https://www.thoughtco.com/usage-grammar-1692575>
2. <https://grammar.yourdictionary.com/>
3. <https://www.englishclub.com/grammar/rules.html>

SEMESTER – I			
Allied – I		Social History of England	
Course Code :21UENA11	Hrs/ week: 4	Hrs / Semester: 60	Credits: 4

**Objectives:**

To provide a fundamental knowledge of the revolutionary shifts that occurred in the English society over the ages.

To familiarise the students with the historical invasions and expansions, and the consequent social changes in the history of England.

**Course Outcome:**

CO. No.	Upon completion of this course, students will be able to	PSO addressed	Cognitive Level
CO -1	develop an awareness of the social, historical, religious and cultural politics of England.	1,4	Un
CO - 2	understand the social changes within the country and its relationship with other nations.	4	Un
CO - 3	analyse the causes and consequences of civil war and American independence	5	An
CO - 4	analyse the major trends that shaped the English society and identify the key themes which encapsulate the period and review the reforms and developments of education in the modern era.	5	An
CO - 5	evaluate the invasion and expansion of the British colonies all over the world, across culture	2	Ev
CO - 6	evaluate the effects of the revolutions and their impacts on society	1	Ev

SEMESTER – I			
Allied – I		Social History of England	
Course Code : 21UENA11	Hrs/ week: 4	Hrs / Semester: 60	Credits: 4

#### Unit – I

Introduction (G.M. Trevelyan)  
The Renaissance  
The Reformation

#### Unit - II

The East India Company  
The Civil War and its Social Significance  
Puritanism

#### Unit – III

Restoration England  
Age of Queen Anne  
Coffee House Life in London

#### Unit – IV

The Industrial Revolution  
The Agrarian Revolution  
The Methodist Movement  
The War of American Independence

#### Unit – V

Effects of the French Revolution  
The Reform Bills  
The Victorian Age  
World Wars and Social Security

#### Text Books:

Trevelyan, G.M. *English Social History*. London. Penguin UK, 1987.  
Xavier, A.G. *An Introduction to the Social History of England*. Delhi: Viswanathan S. Printers & Publishers, Pvt. Ltd. 2009.

#### Books for Reference:

1. Ashok, Padmaja. *The Social History of England*. Chicago: Orient Blackswan, 2011.
2. Crick, Julia & Elisabeth Van Houts. *A Social History of England 900 – 1200*. Cambridge: Cambridge University Press, 2011.
3. Macaulay, Thomas Babington. *The History of England*. USA: Penguin Classics, 1979.

SEMESTER – I			
Skill Enhancement Course – I      Professional English – I			
Course Code :21UENPE1	Hrs / Week : 2	Hrs / Sem : 30	Credits : 2

**Objectives:**

To enhance the professional competence of the students through LSRW skills.

To focus on the academic and the professional pursuits of the students through communicative competence.

**Course Outcome:**

CO. No.	Upon completion of this course, students will be able to	PSO addressed	Cognitive Level
CO-1	refine written and verbal communication skills.	1	Un
CO-2	speak confidently in any professional environment.	1,3	Ap
CO-3	face interviews with confidence.	1,3	Ap
CO- 4	analyse and comprehend unfamiliar texts.	7	Ap
CO-5	develop strategic competence through efficient listening.	3,7	Ap, Cr
CO-6	construct error free sentences for content writing.	3,7	Ap, Cr

SEMESTER I			
Skill Enhancement Course - I		Professional English – I	
Course Code : 21UENPE1	Hrs/Week: 2	Hrs/ Sem: 30	Credits: 2

**UNIT I : COMMUNICATIVE SKILLS**

Listening : Listening to Audio texts - Listening to Instructions  
 Speaking : Pair work and Group work.  
 Reading : Comprehension passages –Differentiate between facts and opinion  
 Writing : Developing a story with pictures.  
 Vocabulary : Register specific, Vocabulary incorporated into the LSRW tasks

**UNIT II : NARRATIVE SKILLS**

Listening : Listening to process description.-Drawing a flow chart.  
 Speaking : Role play (formal context)  
 Reading : Skimming/Scanning- Reading passages on products, equipment and gadgets.  
 Writing : Process Description –Compare and Contrast  
 Paragraph - Sentence Definition and Extended.  
 Vocabulary: Register specific, Vocabulary incorporated into the LSRW task.

**UNIT III : NEGOTIATION STRATEGIES**

Listening : Listening to interviews of specialists / Inventors in fields (Subject specific)  
 Speaking : Brainstorming (Mind mapping) – Small group discussions (Subject specific)  
 Reading : Longer Reading text  
 Writing : Essay Writing (250 words)  
 Vocabulary : Register specific, Vocabulary incorporated into the LSRW task.

**UNIT IV : PRESENTATION SKILLS**

Listening : Listening to lectures  
 Speaking : Making presentations (with PPT- practice).  
 Reading : Reading Comprehension passages.  
 Writing : Writing Recommendations – Interpreting visual inputs  
 Vocabulary : Register specific, Vocabulary incorporated into the LSRW tasks

**UNIT V : PROBLEM SOLVING SKILLS**

Listening : Listening Comprehension, Listening for information  
 Speaking : Short talks  
 Reading : Comprehension passages, Note making.  
 Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills.  
 Writing : Problem and Solution essay, Creative writing, Summary writing  
 Vocabulary : Register specific, Vocabulary incorporated into the LSRW tasks.

**Text Book:**

1. Professional English Course Text compiled by the PG and Research Department of English, St. Mary's College (Autonomous),Thoothukudi.

**Books for Reference:**

1. Hart, Steve. et al. *Embark: English for Undergraduates*. Delhi: Cambridge University Press, 2016.
2. Hasson, Gill. *Brilliant Communication Skills*. Great Britain: Pearson Education, 2012.

SEMESTER - I			
Ability Enhancement Course -Value Education			
Code : 21UAVE11	Hrs/Week : 2	Hrs / Semester: 30	Credits : 2

### **Unit I: Introduction to Value Education**

Concept of Values -Types of Values- Approaches to values - Benefits of Value Education- Characteristics of Values

### **Unit II: Human Values**

Human Values -Sources of Human Values - Love -Compassion - Gratitude - Courage - Optimism - Forgiveness- the need and urgency to reinforce Human Values

### **Unit III: Social Values**

Role of family and society in teaching values - Role of educational institutions in inculcating values-Three general functions of education for society-Self-Reflection- Our society's needs - Social Responsibilities of a student

### **Unit IV: Spiritual Values**

Spiritual Values - Spiritual Development -Moral Development - Importance of Spiritual Values - Cultivation of Spiritual Values -Five most common spiritual values -Spiritual Resources

### **Unit V: Values for Life Enrichment**

Goal Setting - Building relationship - Friendship - Love relationship - Family relationship - Professional relationship Interpersonal Relationship -Essential Life Skills that Help in Students Future Development-Life Enrichment Skills Domain

### **Books for Reference:**

1. Sneha M. & K. Pushpanadham Joshi. *Value Based Leadership in Education Perspective and Approaches*, Anmol Publications Pvt. Limited, 2002.
2. Venkataiah.N. *Value Education*, APH Publishing, 1998
3. Pramod KumarM.A *Handbook on Value Education*, Ramakrishna Mission Institute of Culture (RMIC) 2007
4. Jagdosh Chand. *Value Education*. Shipra Publication 2007
5. Indrani Majhi (Shit)Ganesh Das, *Value Education*, Laxmi Publication Pvt. Ltd., 2017
6. Arumugam, N. S. Mohana, Lr.Palkani, *Value Based Education*, Saras Publication 2014

SEMESTER - II			
Part -1 nghJj;jkpo - jhs; 2 rka ,yf;fpaq;fSk; ePjp ,yf;fpaq;fSk; (nra;As;> ,yf;fzk ,yf;fpa tuyhW>ciue iL tho;f;if tuyhW)			
Course Code: 21ULTA21	Hrs/Week:6	Hrs/ Semester : 90	Credits :3

### Objectives:

- tho;tpay; ed;ndwpfshd kdpjNeak rkj;Jtk Nghd;wtw;iw tsh;j;Jf; nfhs;sf; fw;Wf nfhlj;jy
- mwnewpiaf; fiLg;gpb;gNj epiyahdJk ePbj;jJkhd ed;ik iaj jUtJ vd;gijr; rhd;Nwhhpd; tho;f;if newpfs; %yk czur;nra;jy>; nkhop mwpT> ,yf;fpa mwpT ,tw;iw tsh;j;Jf; nfhs;sf; fw;Wf nfhlj;jy

### Course Outcome

CO.No.	,g;ghLj;jpLLk khztpaUf;F	mwpTrhh; kjpg;gPL
CO-1	,iw Mw;wiw czh;e;Jnfhs;s cjTfpwJ	kjpg;gPL
CO-2	ey;y ez;gh;fisAk ey;y kdpjh;fisak ,dk fz;Lnfh;sTk;> md;G> ,uf;fk;> ew;nry;> ew;nray; Nghd;w ew;gz;GfNshL thoTk to tFf;fpwJ.	e iLKiwg;gLj;Jjy
CO-3	kdpj Nea gz;GfNshL tho;e;j rhd;Nwhhpd; mDgtq;fisg; ngw;Wf;nfhs;s cjTfpwJ	e iLKiwg;gLj;Jjy
CO-4	jdpkdpj tho;f;if; rpf;fy;fisAk gpur;ridfisAk vjph;nfhs;Sk Mw;wiw cUthf;FfpwJ.	e iLKiwg;gLj;Jjy jpwd Nkk;ghL
CO-5	,iwtd Kd midtUk rkk vd;w rpe;jid i a cUthf;FfpwJ.	kjpg;gPL
CO-6	NghLbj;Njh;TfSf;Fg; gad;gLk ti fapy giLg;ghf;fj; j i d tsh;f;f cjTfpwJ.	giLg;ghw;wy

SEMESTER - II			
Part -1 nghJj;jkpo - jhs; 2 rka ,yf;fpaq;fSk; ePjp ,yf;fpaq;fSk; (nra;As;> ,yf;fzk ,yf;fpa tuyhW>ciue iL tho;f;if tuyhW)			
Course Code: 21ULTA21	Hrs/Week:6	Hrs/ Semester : 90	Credits :3

myF - 1 nraAs; - 2 kzp

rka ,yf;fpaq;fs;

,iwtzf;fk - jpUehTf;furh;

irtk 1. Njthuk; - jUQhd rk;ge;jh;> jpUehTf;furh Re;juu;

2. jpUthrfk - khzpf;fthrfh;

3. jpUke;jpuk; - jpU%yh

4. jpUg;Gfo - mUzfph ehjh;

itztk 1. jpUg;ghit - MzLhs;

2. jpUtha;nkhop ek;kho;thh

ngsj;jk: kzpNkfiy - rPj;j iyr rhj;jdhh

fpwpj;jtk;: 1. Njk;ghtzp - tPukhKdpth

2. ,NaR fhtpak - ftpQh; fz;zjhrd

,Ryhkpak: NgL;il Mk;G+h; mg;Jy; fhjph; rhfpG ghLy; - rf;fwhj;J ehkh

ePjp ,yf;fpaq;fs;

1. jpUf;Fws; - Cf;fKilik

2. ehybahh - 1. ed;dpiyf; fz;

2. cwq;Fk JizaJ

3. gonkhop ehD}W- 1. nghy;yhj nrhy;yp

2. tUtha rpwpnjdpDk

myF - 2 ,yf;fzk - 1 kzp

1. nrhy;ypd nghJ ,yf;fzk

2. XnuOj;J xUnkhop> nrhy;ypd tiffs;

3. ngah;r;nrhy; - mWtifg ngah;fs;

4. tp i dr;nrhy; - tiffs;- Kw;W> vr;rk;> Vty;> tpaq;Nfhs;> nra;tpid>

nrag;ghL;Ltp i d> jd;tpid> gpwtp i d

5. ,iLr;nrhy; - Vfhu> Xfhu> ck;ik , i Lr;nrhw;fs;

6. chpr;nrhy; - ,yf;fzk tiffs

nkhopg;gapw;rp-xyp NtWghL mwpjy

myF - 3 ,yf;fpa tuyhW - 1 kzp

1. irt ,yf;fpaq;fs;

2. itzt ,yf;fpaq;fs;

3. fpwpj;jtk; jkOf;Fr nra;j njhz;L

4. ,Ryhkpak jkpOf;Fr; nra;j njhz;L

5. gjpndZ fPo;f;fzf;F E}y;fspy; 11 mwE}y;fs;

myF - 4 ciueiL - 1 kzp

epiwthd tho;f;iff;F Neuk; xJf;Fq;fs; - N[.nksu]

(10 Kjy 19 tiu cs;s fL;L i ufs)

myF - 5 tho;f;if tuyhW - 1 kzp

kdpjNk Gdpjk - RLh;e;njO - Kidth mUL;rNfhjhp M.khpa rhe;jp

<b>SEMESTER – II</b>			
<b>Course Title : PART – I French Paper – II Intermediate French Course</b>			
<b>Course Code :21ULFA21</b>	<b>Hrs/week : 6</b>	<b>Hrs/ Sem : 90</b>	<b>Credits : 3</b>

### **Objectives**

To develop and improve upon the acquisition of four competencies of language learning.

To motivate the learner through role plays as to create real life situations. To prepare her for the real communication challenges.

### **Course Outcomes**

<b>CO.No.</b>	<b>At the end of this course, the students will be able to</b>	<b>CL</b>
CO-1	listen, understand and make basic conversation in French	Un, Ap
CO-2	demonstrate proficiency in vocabulary	Re, Ap
CO-3	be involved in simulation and role-play	Re, Ap
CO-4	analyse her culture and compare it with French Culture	Re, Un
CO-5	create passages on her own	Ap, Cr
CO-6	get a gist of the French literature	Un

SEMESTER – II			
Course Title : PART – I French Paper – II Intermediate French Course			
Course Code :21ULFA21	Hrs/week : 6	Hrs/ Sem : 90	Credits : 3

### Unit 1 – C’est quoi le programme ?

- 1.1 – Parler de ses activités quotidiennes
- 1.2 – Demander/ Dire l’heure
- 1.3 – Proposer/ fixer / accepter ou refuser un rendez-vous.
- 1.4 – Réserver par téléphone
- 1.5 – Créer un mini-article sur un loisir

### Unit 2 – Félicitations !

- 2.1 – Comprendre un arbre généalogique
- 2.2 – Présenter sa famille
- 2.3 – Féliciter / adresser un souhait
- 2.4 – Décrire le physique et le caractère d’une personne
- 2.5 – Créer les personnages d’une famille pour un film

### Unit 3 – Chez moi

- 3.1 – Comprendre un état des lieux simple
- 3.2 – Se renseigner sur un logement
- 3.3 – Comprendre un règlement intérieur d’immeuble
- 3.4 – Exprimer des règles de vie commune
- 3.5 – S’excuser dans un message

### Unit 4 – Bonnes vacances

- 4.1 – Comprendre un site de réservation en ligne
- 4.2 – Exprimer la préférence / Hésiter
- 4.3 – Ecrire un mail formel / une carte postale
- 4.4 – Exprimer des sensations, une émotion positive, la surprise
- 4.5 – Ecrire une liste de voyage

### Unit 5 – Le texte littéraire

- 5.1. Le Petit Prince (Chapitre 1) - Antoine de Saint Exupéry
- 5.2. La colombe poignardée et le jet d’eau – Calligramme - Guillaume Apollinaire

### Prescribed Textbook :

Céline Braud, Aurélien Calvez, Guillaume Cornuau, Anne Jacob, Sandrine Vidal, Cécile Pinson, Marion Alcaraz. *Edito A1 Méthode de français*. Paris : Didier, 2016.

Céline Braud, Aurélien Calvez, Guillaume Cornuau, Anne Jacob, Sandrine Vidal, Cécile Pinson, Marion Alcaraz. *Edito A1 Cahier d’exercices*. Paris : Didier, 2016.

### Books, Journals and Learning Resources

- J.Girardet&J.Pécheur avec la collaboration de C.Gibble.*Echo A1*. Paris : CLE International, 2012.
- Carlo Catherine, Causa Mariella.*Civilisation Progressive du Français – I*. Paris : CLEInternational, 2003.
- Cocton Marie-Noëlle.*Génération 1 Niveau A1, Méthode de français et cahier d'exercices*.Paris : Didier, 2016.
- Dintilhac Anneline, De Oliveira Anouchka, Ripaud Delphine, DupleixDorothée, Cocton Marie-Noëlle.*Saison 1 Niveau 1, Méthode de français et cahier d'exercices*. Paris : Didier, 2015
- Apollinaire Guillaume, *Calligrammes :Poèmes de la paix et de la guerre 1913-1916*.Paris: Gallimard, 1966.
- Antoine de Saint-Exupéry.*Le Petit Prince*. Paris : Gallimard, 2007.
- [www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)
- [www.bonjourdefrance.com](http://www.bonjourdefrance.com)

SEMESTER-II			
<b>Part II General English</b>	<b>Poetry, Prose, Extensive Reading and Communicative English –II</b>		
<b>Course Code 21UGEN21</b>	<b>Hrs/Week: 6</b>	<b>Hrs/Semester:90</b>	<b>Credits:3</b>

### Objectives

- To help students realise how life, literature and language are closely connected
- To expose students to language skills through the core subjects

### Course Outcome:

CO.No.	Upon completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO-1	enhance their vocabulary through the texts.	1	Un
CO- 2	demonstrate effective communication skills.	3	Un, Ap
CO- 3	comprehend passages and interpret on their own.	1,2	Un, Ap
CO- 4	construct paragraphs and essays, make notes and sum up passages.	8	An
CO- 5	analyse literary pieces and inculcate ethical values.	5	An
CO- 6	evaluate how language and literature are closely related to life.	5,6	Cr

SEMESTER-II			
<b>Part II General English</b>	<b>Poetry, Prose, Extensive Reading and Communicative English-II</b>		
<b>Course Code: 21UGEN21</b>	<b>Hrs/Week: 6</b>	<b>Hrs/Semester:90</b>	<b>Credits:3</b>

### Unit I –Poetry

William Wordsworth	– Resolution and Independence
Henry W. Longfellow	– Psalm of Life
Toru Dutt	– The Lotus

### Unit II – Prose

A.G. Gardiner	– On Courage
Desmond Morris	– A Little Bit of What You Fancy
Kalpana Chawla	– The Sky is the Limit

### Unit III – Short Story

Saki	– Mrs. Packletide’s Tiger
Liam O’Flaherty	– The Sniper
Langston Hughes	– Thank You Ma’am

### Unit IV – Grammar

Tenses: Present, Past and Future

### Unit V- Communication Skills

Listening, Reading, Pronunciation, Key Functions, Speaking (TANSCHÉ - Module - II)

#### Text Books:

Units I-III – To be compiled by the Research Department of English

Unit – IV - Joseph, K.V. *A Textbook of English Grammar and Usage*. Chennai: Vijay Nicole Imprints Private Limited, 2006.

Unit - V – CLIL (Content & Language Integrated Learning) – Module II by TANSCHÉ (Tamil Nadu State Council for Higher Education)

<b>SEMESTER – II</b>			
<b>Core – III                      Age of Restoration and Transition (1660 – 1770)</b>			
<b>Course Code: 21UENC21</b>	<b>Hrs/Week: 5</b>	<b>Hrs / Semester: 75</b>	<b>Credits: 4</b>

**Objectives:**

To explore the perspectives of the Restoration Age through different genres of literature.

To gain deeper literary insight through contextual analysis of literary pieces.

**Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>Cognitive Level</b>
CO-1	remember the historical perspective and the representative writers of the age.	2	Re
CO-2	acquire knowledge of the social and political background.	2	Un
CO- 3	understand the various movements of the age.	2	Un
CO- 4	understand the various aspects of literary genres.	2,6	Un
CO- 5	analyse the distinctive features of the age.	6	An
CO-6	analyse the cultural legacy of the age.	6	An

SEMESTER-II			
Core III		Age of Restoration and Transition (1660 – 1770)	
Course Code : 21UENC21	Hrs/Week: 5	Hrs/Semester:75	Credits: 4

### Unit I Introduction

The Age of French Influence, Political History and Revolution of 1688  
Literary Characteristics – New Tendencies, Realism, Formalism, The Court Poets of the Restoration and Development of Restoration Drama - Novel.

### Unit II Poetry

John Dryden (1631 – 1700) :  
Alexander's Feast Aphra Behn (1640 - 1689) : Love  
Armed  
Thomas Gray (1716 – 1771) : Elegy Written in a Country Churchyard

### Unit III Prose

John Bunyan (1633- 1703) : Grace Abounding to the  
Chief of Sinners Joseph Addison (1672- 1719): Sir Roger at Church  
Richard Steele (1672 – 1729) : Of the Club

### Unit IV Drama

Oliver Goldsmith (1728 – 1774) : *She Stoops to Conquer*

### Unit V Fiction

Samuel Richardson (1689-1761) : *Pamela*

#### Text Books:

1. Bunyan, John. *Grace Abounding to the Chief of Sinners*. US: Aneko Press, 2017.
2. Goldsmith, Oliver. *She Stoops to Conquer*. India: Peacock Books: 2019.
3. Richardson, Samuel. *Pamela*. New Delhi: Bloomsbury Publishing India Pvt. Ltd, 2014.

#### Books for Reference:

1. Alan, Robert J. *Addison and Steele: Selections from the Tatler and Spectator*. New York: Rinehart and Winston Publications, 1970.
2. Albert, Edward. *History of English Literature*. New Delhi: OUP, 1979.
3. Compton, Arthur and Rickett. *A History of English Literature*. Delhi: Universal Book Stall, 1969.
4. Daiches, David. *A Critical History of English Literature*. vol. 4, New Delhi: The Ronald Press Company, 1960.
5. Hopkins, David. *John Dryden*. US: Liverpool University Press, 2003.
6. J. Long, William. *English Literature*. New Delhi: AITBS Publishers, 2018.
7. Lockitt, Charles Henry. *The Art of the Essayist*. London: Orient Blackswan, 1949.

#### E-Resources:

1. <https://www.tetsuccesskey.com/2018/07/restoration-period-1660-1700-net-exam-notes.html>
2. <https://www.britannica.com/art/English-literature/The-Restoration>
3. <https://www.britannica.com/art/Restoration-literature>

SEMESTER - II			
Core - IV		Romantic Age (1770-1830)	
Course Code : 21UENC22	Hrs/Week : 5	Hrs / Semester : 75	Credits : 4

**Objectives:**

To help students acquaint themselves with the artistic, literary, musical and intellectual movement of the age.

To explore the literary and artistic movement of the age with revolutionary zeal, love for tradition, nature, imagination, lyrical subjectivity and simplicity.

**Course Outcome:**

CO.No	Upon completion of this course, students will be able to	PSO addressed	Cognitive Level
CO-1	recognise the development of literature and culture of the age.	2, 6	Un, An
CO-2	understand the school of Romanticism and analyse the significant works of the age.	2, 5	Un, An
CO-3	gain knowledge about the social and political background of the age.	4, 6	Un, An
CO-4	practice the ethical values gained from the works of art.	8	Ap
CO- 5	develop introspection into the literary and artistic movement of the age	1	Un
CO-6	identify the writers' thoughts and points of view and reflect from one's own perspective	5	Ev

SEMESTER - II			
Core- IV		Romantic Age (1770-1830)	
Course Code : 21UENC22	Hrs/Week : 5	Hrs / Semester: 75	Credits : 4

### Unit – I Introduction of the Age

Historical Background-Return to Nature : Development of Literary Forms

### Unit – II Poetry

William Blake (1757-1827)	: Poison Tree
William Wordsworth (1770-1850)	: Ode on Intimations of Immortality
S.T. Coleridge (1772-1834)	: Kubla Khan
G.G. Byron (1788-1824)	: Ocean
John Keats (1795-1821)	: Ode to a Nightingale

### Unit - III Prose

Charles Lamb (1775-1834)	: Dream Children – A Reverie
Thomas De Quincey (1785-1859)	: Confessions of an English Opium-Eater

### Unit - IV Drama

P.B. Shelley (1792-1822)	: <i>The Cenci</i>
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### Unit - V Fiction

Walter Scott (1771-1832)	: <i>Kenilworth</i>
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### Text Books:

1. Appelbaum, Stanley, ed. *English Romantic Poetry: An Anthology*. New York: Dover Publication, 1996.
2. Shelley, Percy Bysshe. *The Cenci; a tragedy, in five acts [and in verse]*. London: C.& J. Ollier, 1821.
3. Scott, Sir Walter. *Kenilworth*. Edinburgh: OUP, 1829.

### Books for Reference:

1. Albert, Edward. *History of English Literature*. New Delhi: OUP, 1979.
2. Abrams, M.H. *Wordsworth: A Collection of Critical Essays*. USA: Prentice-Hall Inc., 1972.
3. Allot, Miriam. *The Poems of John Keats*. London: Orient Longman, 1976.
4. Davison, Peter. *Sheridan: Comedies, A Collection of Critical Essays*. New York: Macmillan, 1986.
5. Kelley, Gary. *English Fiction of the Romantic Period, 1789-1830*. London: Orient Longman, 1989.
6. King-Hele, Desmond. *Shelley: The Man and the Poet*. New York: Thomas Yoseloff, 1960.
7. Klaus, Carl H. And Ned Stuckey-French. *Essayists on the Essay: Montaigne to Our Time*. Iowa: University of Iowa Press, 2012.

### E- Resources:

1. <https://www.britannica.com/art/Romanticism>
2. <https://www.thoughtco.com/romanticism-definition-4777449>
3. <https://www.skuola.net/letteratura-inglese-1800-1900/the-romantic-age.html>

SEMESTER – II			
Allied – II	Literary Forms and Terms		
Course Code : 21UENA21	Hrs/ week: 4	Hrs / Semester: 60	Credits: 4

**Objectives:**

To introduce the various genres and forms of literature.

To enable the students make use of the various forms of literature and highlight the important concepts in a text and improve the quality of their writing.

**Course Outcome:**

CO. No.	Upon completion of this course, students will be able to	PSO addressed	Cognitive Level
CO -1	comprehend the dimensions of literary forms.	2	Un
CO - 2	distinguish and differentiate different literary terms and apply wherever necessary.	1	Un
CO - 3	recognise how form and structure shape the meaning of a text.	5	Ap
CO - 4	identify, analyse and interpret the different genres of literature.	4	An
CO - 5	evaluate one's own perspective in relation to various forms of literature.	6	Ev
CO-6	formulate literary creations of their own and emerge as educators.	1	Ev

SEMESTER – II			
Allied – II	Literary Forms and Terms		
Course Code : 21UENA21	Hrs/ week: 4	Hrs / Semester: 60	Credits: 4

### Unit - I Introduction

Why We Study Literature? – R.J. Rees

### Literary Terms

Simile, Metaphor, Personification, Irony, Allusion, Alliteration, Assonance, Consonance, Epithet, Paradox, Oxymoron, Apostrophe, Imagery, Hyperbole, Euphemism, Onomatopoeia, Understatement, Cacophony, Metonymy, Synecdoche.

### Unit - II Poetry

Lyric, Ode, Sonnet, Idyll, Elegy, Epic, Ballad

### Unit - III Prose

Essay, Short Story, Biography, Autobiography, Satire

### Unit - IV Drama

Origin of Drama (Pg 140- 143), Comedy, Tragi- comedy, Farce, Melodrama, Masque, Dramatic devices (Irony, Soliloquy and Aside)

### Unit – V Fiction

Novel (Pgs.193-199, 218- 224).

### Text Books :

1. Abrams, M.H. *A Glossary of Literary Terms*. US: Wadsworth Publishers, 2012.
2. Prasad, Birjadish. *A Background to the Study of English Literature*. Delhi: Macmillan Publishers India Ltd., 2012.

### Books for Reference:

1. Hudson, William Henry. *An Introduction to the Study of Literature*. Atlantic Publishers & Distributors (P) Ltd., 2006.
2. Iyengar, K.R. & P. N. Kumar. *An Introduction to the Study of English Literature* India: Sterling Publishers Pvt. Ltd., 2011.
3. Rees, R.J. *English Literature: An Introduction for Foreign Readers*. London: Macmillan Publishers, 1973.
4. Turco, Lewis. *The Book of Literary Terms: The Genres of Fiction, Drama, Nonfiction, Literary Criticism and Scholarship*. Lebanon: UPNE, 1999.

### E-Resources:

1. <https://englishlive.ef.com/blog/english-in-the-real-world/guide-english-literary-genres/>
2. <https://guides.lib.byu.edu/c.php?g=216352&p=1428448>
3. <https://www.britannica.com/art/literature>

SEMESTER – II			
Skill Enhancement Course – II		Professional English - II	
Course Code : 21UENPE2	Hrs / Week: 2	Hrs / Sem: 30	Credits: 2

**Objectives:**

To help the students meet their academic and non-academic needs, through LSRW skills.

To enhance domain-specific cognitive knowledge.

**Course Outcome:**

CO. No	Upon completion of this course, students will be able to	PSOs addressed	Cognitive Level
CO-1	understand the theoretical and practical components of professional English and soft skills.	1, 3	Un, An
CO-2	write advertisements, create web pages, business e-mail / video logs, etc.	3, 7	Ap, Cr
CO-3	use power point and make oral presentations.	7	Cr
CO-4	write minutes and reports.	7	Cr
CO-5	build a strong professional vocabulary which can be effectively used in different platforms.	7	Cr
CO-6	write creative and innovative script for short films, blogs, flyers, brochures and posters.	8	Cr

Semester II			
Skill Enhancement Course – II		Professional English II	
Course Code : 21UENPE2	Hrs / Week : 2	Hrs/Sem : 30	Credits : 2

### Unit – I Communicative Competence

Listening	: Listening to conversation and comprehension
Speaking	: Group discussions
Reading	: Two subject – based reading texts followed by comprehension activities
Writing	: Dialogue Writing

### Unit - II Persuasive Communication

Listening	: Listening to a product launch
Speaking	: Debates – Just a Minute Activities
Reading	: Reading texts on advertisements
Writing	: Writing for advertisements

### Unit - III Digital Competence

Listening	: Listening to Motivational Talks/TED
Speaking	: 5 minutes speech
Reading	: Selected sample of Web Page (subject related topic)/ Read Blogs
Writing	: Creating web pages, Business e-mail /Video logs

### Unit - IV Creativity and Innovation

Listening	: Listening to academic videos
Speaking	: Making oral presentations
Reading	: Essays on Creativity and Innovation
Writing	: Basic Script writing for short films (subject based) blogs, flyers and brochures, poster making

### Unit - V Workplace Communication

Speaking	: Presentation using power point
Reading & Writing	: Circulars, Minutes of Meeting and Report Writing

**Text Book :** Professional English Course Text compiled by the PG and Research Department of English, St. Mary's College (Autonomous), Thoothukudi.

#### Books for Reference:

1. Das, Bikram K. et. Al. *Teaching Professional English and Soft Skills*. Cambridge: Cambridge University Press, 2009.
2. Dixon, Robert J. *Complete Course in English*. New Delhi: Prentice Hall of India Private Limited, 1988.
3. Freeman, Sarah. *Written Communication in English*, Hyderabad: Orient Longman, 1977.
4. Sasikumar, V. P. V. Damaja. *Spoken English: A Self-Learning Guide to Conversational Practice*. 2<sup>nd</sup> edition. New Delhi: Tata McGraw Hill Education Private Limited, 2011.
5. Raj, Ajay. *Communication Skills: Speaking and Writing in English*. New Delhi: Sterling Publishers (P) Ltd. 1999.

Semester – II			
Environmental Studies			
Code : 21UAEV21	Hrs/ Week : 2	Hrs/Sem:30	Credits : 2

### **Course Outcomes:**

**Upon completion of this course, the students will be able to**

- 1 Recognize the biotic and abiotic components of ecosystem and how they function.
- 2 Use natural resources more efficiently and know more sustainable ways of living.
3. Acquire an attitude of concern for the environment.
4. Participate in improvement and protection of environment.
5. Manage unpredictable disasters.
- 6 Create awareness about environmental issues to the public.

### **Unit I Environment and Ecosystem**

Aim and need for Environmental Awareness - Components of Environment  
Ecosystem - Components of Ecosystem: Abiotic and biotic factors ( Producer, Consumer and Decomposer) – Food Chain, Tropic Levels - Food Web, Energy flow and Ecological pyramids

### **Unit II Natural Resources:**

Renewable and non-renewable resources – Water Resources: Uses and Conservation of Water – Rain Water Harvesting – Forest Resources: Importance of Forests - Major and Minor forest produces - Conservation of Forest Energy Resources: Solar Fossil Fuel – Wind – Role of individuals in the conservation of natural resources

### **Unit III Environmental Pollution**

Pollutants – Types of pollution: Air, Water, Noise and Plastic Pollution – Causes, effects and Control measures – Global warming and Climate Change

### **Unit IV Human Population and Environment**

Effect of human population on environment – Population Explosion problems related to population explosion – Involvement of population in conservation of environment – Measures adopted by the Government to control population growth – Environment and human health

### **Unit V Disaster Management**

Floods–Drought–Earthquakes– Cyclones – Landslide–Tsunami–Control measures

### SEMESTER – III

**Part-I** nghJj;jkpo - jhs; 3 fhg;gpa ,yf;fpaq;fSk rpw;wpyf;fpaq;fSk;  
(nra;As;> ,yf;fzk> ,yf;fpa tuyhW> C iueiL GjpdK;>)

<b>Course Code: 21ULTA31</b>	<b>Hrs / Week:6</b>	<b>Hrs / Semester: 90</b>	<b>Credits: 4</b>
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#### Objectives:

- khztpah ,iw ek;gpf; iifapYk ew;gz;GfspYk tsh;e;J> ,yf;fpa mwptpYk; nkhopj;jpwpdpYk; rpwe;J tpsq;f topfhLLy;.
- fhg;gpa khe;jhpd; tho;f; iifapd %ykhf fLTs; ek;gpf;if> ey;y cwTfs;> ,aw;ifia Nerpj;jy> nkhopmwpT Nghd;wtw;iw tsur; nra;jy;.

#### Course Outcome:

CO.No.	,g;ghLj;jpLLk khztpaUf;F	mwpTrhh; kjpg;gPL
CO-1	ngz;fspd rLLq;fs; chpikfs;> Ntiytha;g;G gw;wpa tpguq;fis mwp;e;J nfhs;s cjTfpwJ.	e iLKiwg;gLj;jy
CO-2	murpay; #o;r;rp> ,dk rhj Fwpj;j ghFghL ,tw;wpypUe;J tpLjiy ngWk; toptiffisf; fw;Wf;nfhLf;fpwJ.	e iLKiwg;gLj;jy
CO-3	,yf;fpa mwptpid tsh;f;f> fhg;gpar; Rit czh;e;J Ritf;f tha;g;gsfp;fpwJ.	e iLKiwg;gLj;jy
CO-4	jdpkdpj tho;f;ifr; rpf;fy;fis vjpHnfhs;Sk; epiyia cUthf;FfpwJ	e iLKiwg;gLj;jy
CO-5	,g;gFjpapy; thOk mbj;jL;L kf;fspd tho;T epiyia mwpe;J nfhs;s cjTfpwJ. ngz;fs; ePjpf;Fg; NghuhLk; czHit tsh;f;fpwJ.	e iLKiwg;gLj;jy jpwd Nkk;ghL
CO-6	NghLbj; NjHTfSf;Fg; gad;gLk tifapy; giLg;ghf;fj; jpw i d tsHf;f cjTfpwJ.	giLg;ghw;wy;>jpwa Nkk;ghL

SEMESTER – III			
<b>Part-I</b> NghJj;jkpo - jhs; 3 fhg;gpa ,yf;fpaq;fSk rpw;wpyf;fpaq;fSk (nra;As;> ,yf;fzk> ,yf;fpa tuyhW> C iueiL GjpdK;>)			
<b>Course Code: 21ULTA31</b>	<b>Hrs / Week:6</b>	<b>Hrs / Semester: 90</b>	<b>Credits: 4</b>

**myF - 1 nra;As; - 2 kzp**

**fhg;gpaqfs**

1. rpyg;gjpfhuk; - miLf;fyf; fhij : 11 – 94 ghLybfs;
2. kzpNkfiy – MGj;jpud; jpwd; mwptpj;j fhij : 1 Kjy 56 ghLybfs;
3. nghpaGuhzk - fz;zg;g ehadhh Guhzk;. (ghLy;fs;: 757 - 762> 67> 74> 81> 84>85> 804> 05> 06> 12> 14> 18> 19> 825 - 832> 834.
4. fk;guhkhazk - eL;Gf;NfhL gLyk;
5. rPwhg;Guhzk; - fs;tii ejp kwpj;j gLyk;
6. Njk;ghtzp - tsd rdpj;j gLyk;.- 9 Kjy 31 ghLy;fs;.

**rpw;wpyf;fpak;**

1. jpUf;Fw;whyf; FwtQ;rp. IV FwtQ;rp ehLfK;. 8. vq;fs; kiyNa.

**myF -2 ,yf;fzk - 1 kzp**

**nghUs; ,yf;fzk**

1. mfg;nghUs; : vOjpiz tpsf;fk; - Kjy fU> chpg;nghUs;
2. Gwg;nghUs; : ntL;rpj;jpiZ Kjy ghLhz;jpiz tiu tpsf;fk; kL;Lk;

**ahg;G ,yf;fzk**

1. ahg;G cWg;Gfs;. (vOj;J> mii rPh;> jis> mb> njhiL)

**myF - 3 ,yf;fpa tuyhW - 1 kzp**

1. Ik;ngUq;fhg;gpq;fs;
2. IQ;rpWfhg;gpaq;fs;
3. rpw;wpyf;fpaj;jpd; Njhw;wKk tsh;r;rpAk;> gps; iSj;jkpo fyk;gfk; FwtQ;rp> guzp.
4. GjpdK Njhw;wKk tsh;r;rpAk;..

**myF - 4 ciueiL - 1kzp**

,g;nghOJ ,ts; - g. jpkiiy.

**myF - 5 GjpdK - 1 kzp**

Njhpahazk (r%f ehty;) - fz;zFkhu tp];t&gd;

<b>SEMESTER – III</b>			
<b>Course Title : PART – I French Paper – III Advanced French Language</b>			
<b>Course Code : 21ULFA31</b>	<b>Hrs/week : 6</b>	<b>Hrs/ Sem : 90</b>	<b>Credits : 4</b>

### **Objectives**

To enhance the acquisition of all the four competencies of language learning.

To create the independent capability of the learner to respond and tackle the various situations of communication when the learner is in the native country of the target language

### **Course Outcomes**

<b>CO</b>	<b>At the end of this course, the students will be able to</b>	<b>CL</b>
1.	analyse and Interpret French realities	Un, Ap
2.	understand and analyse the various components of French life	Un, An
3.	evaluate French civilisation , appreciate the differences between eastern and western civilisation	Ev
4.	understand grammar and apply the acquired grammatical knowledge to do the grammar exercises	Re, Un, Ap
5.	create passages on her own civilisation in the target language	Un, Cr
6.	comprehend French literature	Un

SEMESTER – III			
Course Title : PART – I French Paper – III Advanced French Language			
Course Code : 21ULFA31	Hrs/week : 6	Hrs/ Sem : 90	Credits : 4

#### **Unit 1 – Pas de chance !**

- 1.1 – Se plaindre / plaindre quelqu'un
- 1.2 – Donner une explication
- 1.3 – Exprimer une émotion négative
- 1.4 – Demander et dire le poids et la taille
- 1.5 – Chance et malchance

#### **Unit 2 – Beau travail ?**

- 2.1 – Comprendre un programme d'échange universitaire
- 2.2 – Exprimer le but, le souhait et un projet professionnel
- 2.3 – Exprimer une capacité, une compétence
- 2.4 – Comprendre des tâches professionnelles
- 2.5 – Universités 2.0

#### **Unit 3 – Au grand air**

- 3.1 – Comprendre une BD sur un changement de vie
- 3.2 – Exprimer son insatisfaction
- 3.3 – Exprimer un choix de vie
- 3.4 – Décrire son mode de vie
- 3.5 – Je cultive mon jardin

#### **Unit 4 – C'était bien ?**

- 4.1 – Parler de ses difficultés
- 4.2 – Encourager, rassurer
- 4.3 – Parler d'un projet
- 4.4 – Exprimer son accord, son désaccord et intérêt
- 4.5 – Les Français en chanson

#### **Unit 5 – Le texte littéraire**

- 5.1 – Demain dès l'aube - Victor Hugo
- 5.2 – La Laitière Et Le Pot Au Lait - Jean De La Fontaine

#### **Prescribed Textbook :**

Céline Braud, Aurélien Calvez, Guillaume Cornuau, Anne Jacob, Sandrine Vidal, Cécile Pinson, Marion Alcaraz. *Edito A1 Méthode de français*. Paris : Didier, 2016.

Céline Braud, Aurélien Calvez, Guillaume Cornuau, Anne Jacob, Sandrine Vidal, Cécile Pinson, Marion Alcaraz. *Edito A1 Cahier d'exercices*. Paris : Didier, 2016.

### Books, Journals and Learning Resources

- J.Girardet&J.Pécheur avec la collaboration de C.Gibble.*Echo A1*. Paris : CLE International, 2012.
- Carlo Catherine, Causa Mariella.*Civilisation Progressive du Français – I*. Paris : CLEInternational, 2003.
- Cocton Marie-Noëlle.*Génération 1 Niveau A1, Méthode de français et cahier d'exercices*.Paris : Didier, 2016.
- Dintilhac Anneline, De Oliveira Anouchka, Ripaud Delphine, DupleixDorothée, Cocton Marie-Noëlle.*Saison 1 Niveau 1, Méthode de français et cahier d'exercices*. Paris : Didier, 2015
- [www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)
- [www.bonjourdefrance.com](http://www.bonjourdefrance.com)
- <https://www.frenchtoday.com/french-poetry-reading/>

<b>SEMESTER – III</b>			
<b>Part II English Poetry, Prose, Extensive Reading and Communicative English - III</b>			
<b>Course Code: 21UGEN31</b>	<b>Hrs/ Week: 6</b>	<b>Hrs/ Semester: 90</b>	<b>Credits: 4</b>

**Objectives:**

- To acquaint students with literary art and writings of universal appeal.
- To strengthen the proficiency of communicative English through literary based study.

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO Addressed</b>	<b>CL</b>
CO-1	understand the language and literary components of texts	1	Un
CO-2	develop interest and appreciate literary texts	2	Un, Ev
CO-3	comprehend aspects of grammar and its application	6	Un
CO-4	evaluate perspectives and human values for life	4, 5	Ev
CO-5	adopt appropriate technique to enhance communication and writing	3, 7	Ap, Cr
CO-6	enrich vocabulary and develop skills of formal writing and communication	7, 8	Ap, Cr

SEMESTER – III			
Part II General English Poetry, Prose, Extensive Reading and Communicative English - III			
Course Code: 21UGEN31	Hrs/ Week: 6	Hrs/ Semester: 90	Credits: 4

### Unit I –Poetry

- |                     |   |
|---------------------|---|
| William Shakespeare | – All the World’s a Stage               |
| Dylan Thomas        | – Do not go gentle into that good night |
| Sri Aurobindo Ghosh | – The Divine Worker                     |

### Unit II – Prose

- |                  |                                 |
|------------------|---------------------------------|
| Bertrand Russell | – How to Avoid Foolish Opinions |
| Virginia Woolf   | – Men and Women                 |
| M.K. Gandhi      | – At School                     |

### Unit III – Fiction

- |                  |                                       |
|------------------|---------------------------------------|
| Charlotte Bronte | - <i>Jane Eyre</i> (Abridged Version) |
|------------------|---------------------------------------|

### Unit IV – Grammar

Active and Passive Voice, Direct and Indirect Speech

### Unit V –Communication Skills

Listening Comprehension, Close Reading, Conversational English, Formal Writing

### Text Books:

Units I – III – Compiled by the Research Department of English.

Units IV – Joseph, K.V. *A Textbook of English Grammar and Usage*. Chennai: Vijay Nicole Imprints Private Limited, 2006.

Unit V – CLIL ( Content & Language Integrated Learning ) – Module IV by TANSCHÉ.

SEMESTER – III			
Core V		Victorian Age (1837-1901)	
Course Code:21UENC31	Hrs/Week: 6 Hrs	Hrs/ Semester: 90	Credits: 6

### Objectives:

To expose students to the significant social and literary history of the Victorian age

To explore the characteristic features of the age in the literary texts

### Course Outcome:

CO No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	have a comprehensive knowledge of the principles of Victorian society characterized by class based society with its gender and race	4	Un
CO-2	comprehend, categorize and distinguish the representative writers of the age along with the working class cultures	4	An
CO-3	review a work with its relationship to the Victorian scientific development, its continued aggressive expansion and its significant migration	4	Ap
CO-4	perceive the unique qualities of the author studied and analyse the text with their socio-economic and literary background	6	Ap
CO-5	evaluate the ethical values in the literary texts to evolve as better citizen	5	Ev
CO-6	create an aesthetic taste for literary pieces and emerge as educator	7	Cr

SEMESTER – III			
Core – V		Victorian Age (1837-1901)	
Course Code:21UENC31	Hrs/Week: 6 Hrs	Hrs /Semester: 90	Credits: 6

### Unit I - Poetry

Alfred Lord Tennyson (1809-1892) : The Lotos-Eaters  
 Robert Browning (1812-1889) : My Last Ride Together  
 Matthew Arnold (1822-1888) : Memorial Verses  
 Gerard Manley Hopkins (1844-1889) : The Windhover

### Unit II - Prose

Thomas Carlyle (1795-1881) : The Hero as Poet.  
 John Ruskin (1819-1900) : *Sesame and Lilies* (Of Kings' Treasures)

### Unit III - Drama

Oscar Wilde (1854-1900) : *The Importance of Being Earnest*

### Unit IV - Fiction

Emily Bronte (1816-1855) : *Wuthering Heights*

### Unit V - Short Story

Charles Dickens (1812-1870) : A Christmas Carol  
 Oscar Wilde (1854-1900) : The Star Child  
 Rudyard Kipling (1865-1936) : Lisbeth

### Text Books:

Brontë, Emily. 1818-1848. *Wuthering Heights*. Penguin Books, 2003.  
 Wilde, Oscar, and Samuel Lyndon Gladden. *The Importance of Being Earnest: A Trivial Comedy for Serious People*. Broadview Press, 2010.  
 Ruskin John. *Sesame and Lilies*. Macmillan India Limited 1985.  
 Negri, Paul. *English Victorian Poetry: An Anthology*. Dover Publications Inc., 1995

### Books for Reference:

1. Austin, Alfred. *Mr. Tennyson: The Poetry of the Period*. Richard Benteley Publishers, 1870.
2. Eliot, T.S. *Essays. Ancient and Modern*. Faber and Faber, 1936.
3. Tennyson, Emily. *The Poet's Wife*. Faber and Faber, 1996.

### E-resources:

<https://poemanalysis.com/alfred-tennyson/the-lotos-eaters/>  
<https://www.cliffsnotes.com/literature/i/the-importance-of-being-earnest/critical-essays/themes-in-the-importance-of-being-earnest>  
[http://academic.brooklyn.cuny.edu/english/melani/novel\\_19c/wuthering/themes.html](http://academic.brooklyn.cuny.edu/english/melani/novel_19c/wuthering/themes.html)  
<https://www.litcharts.com/lit/a-christmas-carol/characters>

<b>SEMESTER – III</b>			
<b>Allied III</b>		<b>History of English Literature - I</b>	
<b>Course Code: 21UENA31</b>	<b>Hrs / Week: 4</b>	<b>Hrs / Semester: 60</b>	<b>Credits: 4</b>

**Objectives:**

To enable students to learn the history of English literature down the ages.

To make the students understand the literary movements and developments of the age.

**Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this Course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO 1	identify and interpret the didactic purpose in literature.	8	Re, Un
CO 2	understand the phases of evolution of English literature and classify English literatures according to their periods	2	Un, Ap
CO 3	comprehend the characteristic features of the age and analyse texts in their cultural and historical contexts	4	An
CO 4	categorise the major literary movements and genres	4	An
CO 5	analyze the distinct literary contribution of England	2	An
CO 6	compare, review and estimate literary texts over the periods.	6	An

SEMESTER – III			
Allied III	History of English Literature - I		
Course Code: 21UENA31	Hrs/Week: 4	Hrs/Semester: 60	Credits: 4

#### **Unit-I Chapters II –V**

English Literature before Chaucer - The Age of Chaucer – Chaucer’s Work in General – The Canterbury Tales – General Characteristics of Chaucer’s Poetry – The Development of the Drama

#### **Unit-II Chapters VI – VIII**

Elizabethan Poetry before Spenser - Spenser and his Poetry –Shakespeare’s Works - Characteristics of Shakespeare’s Works - Ben Jonson– Bacon and his Essays

#### **Unit-III Chapters IX –X**

The Age of Milton – Milton’s Earlier Poetry - Milton’s Later Poetry – Characteristics of Milton’s Poetry -The Caroline Poets - Cowley and the ‘Metaphysical’ Poets

#### **Unit-IV Chapters XI –XIII**

Dryden’s Poetry – Butler - The Rise of Modern Prose – Bunyan - Characteristics of the Classical School of Poetry - Pope’s Work

#### **Unit-V Chapters XIV–XVII**

Swift – Addison and Steele - Johnson – Goldsmith – Richardson – Fielding - The Growth of the Love of Nature in 18<sup>th</sup> Century Poetry – Thomas Gray

#### **Text Book:**

Hudson, William Henry. *An Outline History of English Literature*. Atlantic Publishers, 2013.

#### **Books for Reference:**

Legouis, Emily & Cazamian. *A Short History of English Literature*. J.M. Dent & Sons, 1964.

Long, William J. *English Literature*. Ginn and Company, 1909.

#### **E-Resources**

<https://literariness.org/2018/07/18/a-brief-history-of-english-literature/>

<http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=aa08>

<https://www.britannica.com/art/English-literature>

SEMESTER III			
Core Skill Based		Skills for Career Advancement	
Course Code:21UENS31	Hrs/Week: 4	Hrs/Semester: 60	Credits: 4

**Objectives:**

To educate students the appropriate interpersonal and competent skills.

To help students attain employability standards and reach professional goals.

**Course Outcome:**

CO No.	Upon completion of this course, students will be able to	PSO s addressed	CL
CO-1	acquire communicative ability and relate with confidence	1	Un
CO-2	write and correspond in English proficiently and meet the requirements for career	3,7	Ap,Cr
CO-3	respond and behave appropriately in diverse situations	5	Ap
CO-4	become original or inventive and apply lateral thinking	8	Cr
CO-5	develop the ability of emotional and stress management	8	Ap
CO-6	work constructively as a team and assume leadership skills	3,7	Ap,Cr

SEMESTER III			
Core Skill Based	Skills for Career Advancement		
Course Code:21UENS31	Hrs/Week: 4	Hrs/Semester: 60	Credits: 4

#### Unit I: Oral Skills

Verbal Communication  
Debate  
Group Discussion  
Interviews

#### Unit II: Writing Skills

Pre-Writing  
Modes and Forms of Writings  
Business Correspondence

#### Unit III: Computing Skills

Word Processing  
Google Docs

#### Unit IV: Presentation Skills

Body Language  
Effective Speaking  
Videos in Power Point Presentation

#### Unit V: Emotional Intelligence

Successful Time Management  
Stress Management  
Conflict Management  
Improving Interpersonal Relationship

#### Textbook:

Hariharan, S, N. Sundararajan and S.P. Shanmugapriya. *Soft Skills*. MJP Publishers, 2010.

#### Books for Reference:

1. Gupta, Nilanjana. *English for All*. Macmilan India Ltd, 1998.
2. MacKenzie, Alec, *TheTime Trap: The Classic Book on Time Management*. Fine Communications, 2002.
3. Mitra, Barun.K. *Personality Development and Soft Skills*, Oxford University Press, 2011
4. Rao, M.S. *Soft Skills: Enhancing Employability*. I.K. International Publishing House, 2011.
5. Wainer, John E. *English Composition and Grammar (First Course)*, Chicago Harcourt Brace Jovanich Publishers,1998.

#### E-Resources

<https://courses.lumenlearning.com/introductiontocommunication/chapter/defining-verbal-communication/>  
<https://hbr.org/1964/01/strategies-of-effective-interviewing>  
[https://www.mindtools.com/pages/article/newHTE\\_00.htm](https://www.mindtools.com/pages/article/newHTE_00.htm)  
<https://www.managementstudyguide.com/interpersonal-relationship.htm>

<b>SEMESTER - III</b>			
<b>Non - Major Elective</b>		<b>Functional English – I</b>	
<b>Course Code: 21UENN31</b>	<b>Hrs/Week: 2</b>	<b>Hrs/ Semester: 30</b>	<b>Credits: 2</b>

**Objectives:**

To provide fundamental knowledge of LSRW skills and develop communication skills  
 To enhance English language competence through intensive practice of LSRW skills

**Course Outcome:**

<b>Co No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>Cognitive Level</b>
CO-1	understand the fundamentals of English Grammar.	1	Un
CO-2	illustrate simple transcription of words and pronounce them in correct accent.	2	Un
CO-3	understand the basics of phonetics.	1	Un
CO-4	relate vocabulary , use them appropriately and apply the LSRW skills effectively in regular usage.	1	Un, Ap
CO-5	converse and to communicate effectively in English.	7	Ap
CO-6	develop the ability to read and write in English .	1	Cr

SEMESTER - III			
Non- Major Elective	Functional English – I		
Course Code: 21UENN31	Hrs/Week: 2	Hrs/ Semester: 30	Credits: 2

#### **Unit – I Vocabulary Development**

Antonyms  
Synonyms  
Blended Words

#### **Unit – II Grammar**

Sentence Pattern  
Articles

#### **Unit – III Introduction to Pronunciation**

Sounds in English: Vowels and Consonants  
Transcription (Word)

#### **Unit - IV Conversational English**

Introducing oneself  
Telephonic conversation

#### **Unit – V Writing Skills**

Letter Writing (Formal/Informal)  
Writing advertisements

#### **Text Book**

Pillai, G Radhakrishnan and K Rajeevan. *Spoken English for You: Level One*. Emerald Publishers, 2009.

Joseph, K. V. *A Textbook of English Grammar and Usage*. Vijay Nicole Imprints Pvt. Ltd., 2006.

#### **Books for Reference:**

Iyadurai, P. *English Phonetics for Beginners*. Jones Publications, 2013.

Malathi. *Functional English*. New Century Book House (P) Ltd., 2007.

#### **E-Resources**

<https://www.grammarinenglish.com/compoundwords/?lesson=blending>

<https://www.grammarly.com/blog/articles/>

<https://www.speechactive.com/listen-english-vowels-and-consonant-sounds/>

<https://www.espressoenglish.net/telephone-english-phrases/>

<https://www.marketingdonut.co.uk/media-advertising/writing-an-advertisement>

<b>Semester – III</b>			
<b>Women's Synergy</b>			
<b>Code : 21UAWS31</b>	<b>Hrs/ Week : 2</b>	<b>Hrs/Sem:30</b>	<b>Credits : 2</b>

### **Unit I - Physical Health**

Woman's Structural Organisation – Levels of organisation – Body image - Reproductive health – Hormonal Cycle and its Psycho-somatic implications – Child birth – lactation – Nutritional status of women.

### **Unit II – Psychological Health**

Examining factors determining psychological conditions of women – Depression, anxiety, stress, hysteria – Socio – cultural and familial conditioning of women's minds – Self Image, Discrimination against women.

### **Unit III – Women and Legal Awareness**

Women specific – centered legislations – legal issues – laws to prevent gender based violence National / State Pro-women schemes – educational and Employment schemes. Laws for protection of Women – Women's rights to property – Women's Rights in the Indian Constitution – Maternity benefit act.

### **Unit IV – Women and Finance**

Manager of domestic finance – Budgeting basics – Create a family budget - Set financial goals – Plan for financial emergencies – Budget for travel – Saving strategies – Investment options

### **Unit V – Women's Empowerment in Various Domain**

Introduction - Women created history in sports and music – P. T. Usha, M. S. Subbulakshmi - Women who crossed hurdles in Social Service – Mother Theresa, Muthulakshmi Reddy, Medha Patkar - Role of Women in Indian independence movement and Politics – Indira Gandhi, Aruna Asaf Ali.

<b>SEMESTER – III</b>	
<b>Self Study/MOOC/Internship (Compulsory) Myth in Literature</b>	
<b>Course Code: 21UENSS1</b>	<b>Credits: 2</b>

### **Objectives**

To introduce the learners to the role of myth in history, literature, culture and consciousness  
To let them explore the universality and social significance of myths and folklore in shaping society.

### **Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO- 1	define what sets apart a hero from the rest of society.	2	Re
CO- 2	identify the characteristics of myths and folklore	2	Un
CO-3	understand the use of myths and legends to establish guidelines for living.	2,5	Un, Ap
CO-4	analyse the cultural and historical effects of mythological warriors	4	An
CO-5	relate the cultural effects of mythological systems.	4	Ev
CO-6	interpret moral lessons and historical events in literature	6	Un

SEMESTER – III	
Self Study/MOOC/Internship (Compulsory) Myth in Literature	
Course Code:21UENSS1	Credits: 2

### Unit I

Stories of Adventure (Greek) : *The Iliad* - The Death of Hector  
*The Odyssey* – Odysseus Reaches Ithaca

### Unit II

The Roman Mythology : *The Aeneid* - Book III (20 lines)

### Unit III

Stories from the British Isle : Holy Grail  
 Arthur and the Knights of the Round Table

### Unit IV

Margaret Atwood : *The Penelopiad*

### Unit V

Chitra Banerjee Divakaruni : *The Palace of Illusions: A Novel*

### Text Books:

Kirkwood, G.M. *A Short Guide to Classical Mythology*. Botchery Carducci Publishers, Inc., 2003.

Lawall, Sarah. (ed). *The Norton Anthology of World Literature: Volume B, 100-1500*, 2nd ed.

W.W.Norton & Company, 2003.

Atwood, Margaret. *Penelopiad*. Canongate Books, 2006.

Divakaruni, Chitra Banerjee. *The Palace of Illusions: A Novel*. Picador India, 2018.

### Books for Reference:

Armstrong, Karen. *Short History of Myth*. Knopf, 2006.

Graves, Robert. *The Greek Myths*. (1955, Cmb/Rep edition 1993) Penguin, 1955.

Hamilton, Edith. *Mythology* (1942, New Edition). Little Brown & Company, 1998.

Hard, Robin. *The Routledge Handbook of Greek Mythology*. Routledge, 2004.

Segal, Robert. *Myth: A Very Short Introduction*. Oxford University Press, 2004.

SEMESTER – IV			
Part-1 nghJj;jkpo - jhs; 4 rq;f ,yf;fpak (nra;As;> ,yf;fzk ,yf;fpa tuyhW> C iueiL ehLfk;)			
Course Code: 21ULTA41	Hrs / Week:6	Hrs / Semester: 90	Credits: 4

#### Objectives:

- khztpaUf;F ey;y kjpg;gPLfisf fw;gpj;J> tho;tpy; mtw;iwg; gpd;gw;w toptFj;jy.
- ,yf;fpakhe;jhpd %oyk; ey;ytho;f;if mDgtq;fisg; ngwr; nra;J jd;dk;gpf; if> MSikj jpwk;> nkhop mwpT ,tw;iw cUthf;Fjy;.

#### Course Outcome:

CO.No.	,g;ghLj;jpLLk khztpaUf;F	mwpTrhh; kjpg;gPL
CO-1	mDgt mwpit tsh;f;fpwJ.	e iLKiwg;gLj;jy
CO-2	goe;jkpoh; tho;tpay; Kiwfi fw;W gadiLa cjTfpwJ.	e iLKiwg;gLj;jy
CO-3	kdpjNeak;> , iwek;gpf; if ,tw;iw cUthf;FfpwJ.	cUthf;fk;
CO-4	jdpkdpj tho;f;ifr; rpf;fy;fis vjpHnfhs;Sk; epiyia cUthf;FfpwJ	e iLKiwg;gLj;jy cUthf;fk;
CO-5	rKjha gpur;rpidfis vjpHnfhs;Sk jpwk; fpilf;fpwJ.	e iLKiwg;gLj;jy jpwd Nkk;ghL
CO-6	NghLbj; NjHTfSf;Fg; gad;gLk tifapy; giLg;ghf;fj; jpw i d tsHf;f cjTfpwJ.	giLg;ghw;wy> jpwd Nkk;ghL

SEMESTER – IV			
Part-1 nghJj;jkpo - jhs; 4 rq;f ,yf;fpak (nraAs;> ,yf;fzk ,yf;fpa tuyhW> ciueiL ehLfk;)			
Course Code: 21ULTA41	Hrs / Week:6	Hrs / Semester: 90	Credits: 4

myF - 1 nra;As; - 2 kzp  
vL;Lj;njhif

- ew;wpiz - ghLy;fs; : 64> 318
  - FWe;njhif - ghLy;fs; : 3> 20> 75
  - Iq;FEW}W - nryT mOq;Ftpj;jg; gj;J - ghLy;fs; : 304> 307> 308> 309
  - gjpW;Wg;gj;J - ghLy; : 25
  - ghpghLy; - ghLy; 6 (1-10 mbfs;)
  - fypj;njhif - ghLy; : 51
  - mfehD}W - ghLy;fs; : 20> 194
  - GwehD}W - ghLy;fs; : 191> 204
- gj;Jg;ghL;L  
kJiuf;fhQ;n - 63 thpfs;

myF -2 ,yf;fzk - 1 kzp

- ghtiffs - ntz;gh>Mrphpag;gh nghJ ,yf;fzk
- mzp ,yf;fzk -  
ctik>cUtkf;> Ntw;W i k tQ;rg;Gfo;r;rp> rpN yiL jw;Fwpg;Ngw;wk
- thf;fpa tiffs
- gpwnkhopr nrhw;fisePf;fpvOJjy  
m. Mq;fpyr nrhw;fs;  
M. tLnkhopr nrhw;fs;  
,. njYq;Fr; nrhw;fs;

myF 3 ,yf;fpatuyhW - 1 kzp

- vL;Lj;njhif E}y;fs;
- gj;Jg;ghLL E}y;fs;
- rq;f ,yf;fpaj;jpd jdpr;rpwg;Gfs;
- ehLfk - Njhw;wKk tsh;r;rpAk

myF - 4 ciueiL - 1kzp

,yf;fpaj njd;wy - jko;j;Jiw - fL;Liuj njhFg;G>  
J}a khp ad;idfy;Y}hy (jd;dhL;rp)> J}j;Jf;Fb

myF -5 ehLfk - 1 kzp

Mapuk G+f;fs kyuLLk - fPo;f;Fsk tpy;ytd

<b>SEMESTER – IV</b>			
<b>Course Title : PART – I French Paper – IV    French Course and Literature</b>			
<b>Course Code : 21ULFA41</b>	<b>Hrs/week : 6</b>	<b>Hrs/ Sem : 90</b>	<b>Credits : 4</b>

### **Objectives**

To create and develop the taste for literary readings in the target language.

To motivate students to appreciate the French literature.

### **Course Outcomes**

<b>CO</b>	<b>At the end of this course, the students will be able to</b>	<b>CL</b>
1.	reflect upon the author's ideas and transform their own personality	Un
2.	explore a literary text, with the perspective of analyzing the content and manner of writing	Un, An
3.	create critical appreciations	Ev
4.	evaluate the literary piece in comparison with any other of another language	An, Ap
5.	identify grammar rules in literary text and apply the grammatical knowledge to do grammar exercises	Re, Un, Ap
6.	discover, interrogate and reflect on the humanistic value	An

SEMESTER – IV			
Course Title : PART – I French Paper – IV		French Course and Literature	
Course Code : 21ULFA41	Hrs/week : 6	Hrs/ Sem : 90	Credits : 4

#### Unit 1 – XVII<sup>e</sup>siècle

- 1.1 – Le Corbeau et le Renard - Jean de la Fontaine
- 1.2 – Le Petit Chaperon Rouge - Charles Perrault
- 1.3 – Le Passe Composé

#### Unit 2 – XVIII<sup>e</sup>siècle

- 2.1 – Zadig : La danse - Voltaire
- 2.2 – La Révolution française
- 2.3 – L'imparfait

#### Unit 3 – IX<sup>e</sup>siècle

- 3.1 – Chansons d'automne - Paul Verlaine
- 3.2 – Le Père Goriot (*extrait*) - Honoré de Balzac
- 3.3 – Les Pronoms relatifs

#### Unit 4 – XX<sup>e</sup>siècle

- 4.1 – Le Pont Mirabeau - Guillaume Apollinaire
- 4.2 – L'Etranger (*extrait*) - Albert Camus
- 4.3 – Les Indicateurs temporels

#### Unit 5 – La littérature francophone

- 5.1 – Le Grand Cahier(*extrait*) - Agota Kristof
- 5.2 – Le fils à la recherche de sa mère- Pape Faye
- 5.3 – Le Futur proche et le futur simple

#### Books, Journals and Learning Resources

- K. Madanagobalane, N.C.Mirakamal.*Le Francais par les Textes*. Chennai :Samhita Publications, 2019.
- Blondeau Nicole, Allouache Ferroud jà, Ne Marie-Françoise.*Littérature Progressive du Français*.Paris : CLE International,2004.
- Carlo Catherine, Causa Mariella.*Civilisation Progressive du Français – I*. Paris : CLE International, 2003.
- Akyuz Anne,Bazelle-Shahmaei Bernadette, Bonenfant Joelle, GliemannMarie-Francoise.*Les 500 exercices de grammaire*. Paris : Hachette livre,2005
- Grégoire Maria.*Grammaire Progressive du français*. Paris :CLE International,2002.
- Sirejols Evelyne, TempestaGiovanna,Grammaire. *Le Nouvel Entraenez-vous avec 450 Nouveaux Exercices*. Paris : CLE International, 2002
- [www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)
- [www.bonjourdefrance.com](http://www.bonjourdefrance.com)
- <https://www.conte-moi.net/node/120>

**SEMESTER – IV****Part II English Poetry, Prose, Extensive Reading and Communicative English - IV**

<b>Course Code 21UGEN41</b>	<b>Hrs/ Week: 6</b>	<b>Hrs/ Semester: 90</b>	<b>Credits: 4</b>
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**Objectives:**

- To advance students' understanding of literary art and writings of universal appeal.
- To further the proficiency of communicative English through literary studies.

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO Addressed</b>	<b>CL</b>
CO-1	comprehend better the language and literary components of texts	1	Un
CO-2	gain deeper insight into literary experience and expressions of writers	2	Un
CO-3	be competent in conversational and functional English	3	Ap
CO-4	employ nuances of verbal and non-verbal techniques in communication	5, 6	Ap
CO-5	adopt right perspectives of human values for life	4, 5	Ap
CO-6	face interviews and competitive exams with confidence	7	Ap

SEMESTER - IV			
Part II English Poetry, Prose, Extensive Reading and Communicative English - IV			
Course Code :21UGEN41	Hrs/ Week: 6	Hrs/ Semester: 90	Credits: 4

### Unit I –Poetry

John Keats – Bright star, would I were steadfast

E.E. Cummings – I carry your heart with me

Jayanta Mahapatra – Relationship

### Unit II – Prose

Helen Keller – Three Days to See

Jerzy Kosinski – TV as a Baby Sitter

Bhabani Bhattacharya – Names are not Labels

### Unit III – Fiction

Thomas Hardy – *Tess of the d' Urbervilles* (Abridged Version)

### Unit IV – Grammar

Types of Sentences, Transformation of Sentences

### Unit V – Communication Skills

Verbal and Non-Verbal Communication, Interview, CV- Resume, Presentation Skills

### Text Books:

Units I – III – Compiled by the Research Department of English.

Units IV – Joseph, K.V. *A Textbook of English Grammar and Usage*. Chennai: Vijay Nicole Imprints Private Limited, 2006.

Unit V – CLIL (Content & Language Integrated Learning) – Module IV by TANSCHÉ.

SEMESTER – IV			
Core – VI		Twentieth Century British Literature	
Course Code:21UENC41	Hrs/Week: 6	Hrs / Semester: 90	Credits: 6

### Objectives:

To introduce students to the significant literary features of Twentieth century British Literature.  
To expose them to the trends and stylistic features of British Literature.

### Course Outcome:

CO No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	understand the thematic concerns of 20 <sup>th</sup> C British Literature.	2	Un
CO-2	recognize the standpoints of different British writers of the age.	2	Un
CO-3	apply the moral values voiced in the literary texts.	5,8	Ap
CO-4	analyze and appreciate the literary features of the genres and develop an aesthetic sense and appreciation of literary texts.	3,6	An
CO-5	analyze the social milieu of twentieth century England through the literary texts.	4	Ev
CO-6	evaluate the contributions and perceptions of the 20 <sup>th</sup> C British writers.	4	Ev

SEMESTER – IV			
Core – VI		Twentieth Century British Literature	
Course Code: 21UENC41	Hrs/Week: 6	Hrs / Semester: 90	Credits: 6

### Unit – I Poetry

W. B. Yeats (1865-1939)	:	Prayer for my Daughter
Rupert Brooke (1887-1915)	:	The Soldier
T.S. Eliot (1888-1965)	:	Journey of the Magi
Wilfred Owen (1893-1918)	:	Strange Meeting

### Unit – II Prose

E.M. Forster (1879-1970)	:	Notes on the English Character
George Orwell (1903-1950)	:	Sporting Spirit

### Unit - III Drama

George Bernard Shaw (1856-1950)	:	<i>Pygmalion</i>
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### Unit – IV Fiction

Virginia Woolf (1882-1941)	:	<i>To the Lighthouse</i>
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### Unit – V Short Story

Katherine Mansfield (1888-1923)	:	Bliss
Graham Greene (1925–1991)	:	The Destructors

### Text Books:

Shaw, Bernard. *Arms and the Man*. Penguin Group, 2006.

Woolf, Virginia. *To the Lighthouse*. Marshall Cavendish, 1988.

### Books for Reference:

*The Bloomsbury Guide to English Literature*, edited. Marion Wynne Davies. Prentice Hall, 1990.

*The Cambridge Companion to Irish Literature*. Edited by John Wilson Foster. Cambridge University Press, 2006.

### E –Resources

<https://www.sparknotes.com/poetry/hopkins/section2/>

<https://www.litcharts.com/poetry/rupe-rt-brooke/the-soldier>

<https://www.litcharts.com/poetry/william-butler-yeats/a-prayer-for-my-daughter>

<https://poemanalysis.com/t-s-eliot/journey-of-the-magi/>

<https://englishsummary.com/whythe-novel-matters-summary/>

SEMESTER – IV			
Allied–IV	History of English Literature –II		
Course Code: 21UENA41	Hrs/Week: 4 Hrs	Hrs/Semester: 60 Hrs	Credits:4

### Objectives:

To comprehend the history of English Literature that combines the transformation of literary standards and tastes.

To suggest the vital relationship between English Literature and life.

### Course Outcome:

CO. No.	Upon completion of this Course, students will be able to	PSO addressed	CL
CO-1	identify the important literary figures and literary works of the period	2	Re
CO-2	understand the chronologically arranged collection of biographical sketches	2	Un
CO-3	prepare themselves for UGC NET/SET competitive examinations	7	Un, An
CO-4	analyze the dominant literary and artistic movements in literature.	2	An
CO-5	examine the issues discussed in the texts in the socio-historic and cultural contexts.	4	An
CO-6	demonstrate an awareness of the social, historical and cultural elements of the centuries.	6	An, Ev

SEMESTER – IV			
Allied–IV		History of English Literature –II	
Course Code: 21UENA41	Hrs/Week: 4 Hrs	Hrs/Semester: 60 Hrs	Credits:4

#### **Unit I - Chapter XVIII – XIX**

The Age of Wordsworth - Lyrical Ballads and Wordsworth's Theory of Poetry - Characteristics of Wordsworth's Poetry - Coleridge - Byron- Shelley- Keats

#### **Unit II - Chapter XX - XXII**

The Age of Wordsworth (Prose) – General Characteristics - The Edinburgh Men – The London Men - Scott- Characteristics of Scott's Novels - The Age of Tennyson – Tennyson- Browning

#### **Unit III- Chapter XXIII –XXV**

Carlyle – Ruskin –Mathew Arnold - The Age of Tennyson (Novel) – General Characteristics – Dickens- Thomas Hardy - George Bernard Shaw

#### **Unit IV - Chapter XXV – XXVI**

Irish Drama and Poetry -Novelists of the Transition - Twentieth Century Novelists - The Present Age - Gerard Manley Hopkins - T.S. Eliot

#### **Unit V - Chapter XXV – XXVI**

The Changing Novel – Virginia Woolf - James Joyce – D.H. Lawrence – Aldous Huxley - George Orwell - Graham Greene – J. K. Rowling – Salman Rushdie - Hilary Mantel – Harold Pinter

#### **Text Book:**

Hudson, William Henry. *An Outline History of English Literature*. Atlantic Publishers, 2013.

#### **Books for Reference:**

Leguois, Emily &Cazamian. *A Short History of English Literature*. Oxford University Press, 1998.  
Long, William J. *English Literature*. Ginn and Company. 1909.

#### **E –Resources**

[https://edisciplinas.usp.br/pluginfile.php/3875221/mod\\_resource/content/1/AN%20OUTLINE%20OF%20HISTORY%20OF%20ENGLISH%20LITERATURE.pdf](https://edisciplinas.usp.br/pluginfile.php/3875221/mod_resource/content/1/AN%20OUTLINE%20OF%20HISTORY%20OF%20ENGLISH%20LITERATURE.pdf)

[https://edisciplinas.usp.br/pluginfile.php/3874213/mod\\_resource/content/1/THE%20ROUTLEDGE%20HISTORY.pdf](https://edisciplinas.usp.br/pluginfile.php/3874213/mod_resource/content/1/THE%20ROUTLEDGE%20HISTORY.pdf)

<b>SEMESTER IV</b>			
<b>Core Skill Based</b>		<b>Media Writing</b>	
<b>Course Code: 21UENS41</b>	<b>Hrs/ Week: 4</b>	<b>Hrs/Semester: 60</b>	<b>Credits: 4</b>

**Objectives:**

To prepare students for employability in mass media.

To facilitate students to innovatively use the various forms of media.

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO – 1	understand the ethics and techniques in media writing.	2	Un
CO – 2	update the recent trends in media writing	3	Un
CO – 3	distinguish the writing style for print media from broadcast media	3, 7	An, Ap
CO – 4	develop media ethics and contribute to social transformation	3, 5, 8	Ap, Cr
CO – 5	acquire the ability of editing, reporting and writing for media	2, 7	An, Cr
CO – 6	develop the employability skills	2	Cr

SEMESTER IV			
Core Skill Based		Media Writing	
Course Code: 21UENS41	Hrs/ Week: 4	Hrs/Semester: 60	Credits: 4

### Unit I Mass Media

Characteristics and Techniques, Ethics for Media Writing  
Mass Communication and Society: Uses, Effects and Representations

### Unit II Print Media

Language and Style  
Writing Headlines, News Features, Advertisements  
Writing Reviews- Book and Film

### Unit III Visual Media

News Anchoring  
The Indian Newsreel  
The Art of Interviewing  
Design an online literary Newspaper (Mini Project)

### Unit IV e-Media

Creating a blog  
Writing Scripts

### Unit V Social Media

Writing Mobile-Friendly Web Stories  
Facebook Profile, Twitter,  
Youtube-Create Studio, LinkedIn Profile  
Create Your Youtube Channel/ Create a LinkedIn Profile (Mini Project)

### Text Books:

Adornato, Anthony. "Writing Mobile-Friendly Web Stories." *Mobile and Social Media Journalism: A Practical Guide*, CQ Press, Washington D.C., 2018.  
Ahuja, B. N. "The Art of Interviewing." *Theory and Practice of Journalism: Set to Indian Context*, Surjeet Publ., Delhi, 1988.  
Kumar, Keval J. *Mass Communication in India*. Jaico Publishing House, 2013.  
Meera, Raghavendra Rao N. *Feature Writing*. PHI Learning Private Limited, 2009.  
Miller, Daniel. "What Is Social Media?" *How the World Changed Social Media*. UCL Press, 2016.  
Parthasarathy, Rangaswami. "Language and Style." *Basic Journalism*, Macmillan, 2012.

### Books for Reference:

Kuehn, Scott A., and Andrew Lingwall. *The Basics of Media Writing: A Strategic Approach*. SAGE, 2018.  
Nick, Ceramilla and Lee Elizabeth. *Cambridge English for the Media*. Cambridge University Press, 2008.  
Schiff, Richard. *Foreword. Writing for TV and Radio: A Writers' & Artists' Companion*. Sue Teddem and Nick Warburton. Eds. Carole Angier and Sally Cline. Bloomsbury, 2016.

### E- Resources:

<https://bizfluent.com/facts-6852659-introduction-print-media.html>  
<https://communications.tufts.edu/marketing-and-branding/social-media-overview/>  
<https://sendpulse.com/support/glossary/mass-media>

<b>SEMESTER – IV</b>			
<b>Non - Major Elective</b>		<b>Functional English – II</b>	
<b>Course Code: 21UENN41</b>	<b>Hrs/Week: 2</b>	<b>Hrs / Semester: 30</b>	<b>Credits: 2</b>

**Objectives:**

To develop competence in English through the intensive practice of LSRW skills.

To help them compete in various competitive examinations.

**Course Outcome:**

<b>Co No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>Cognitive Level</b>
CO-1	understand the basic mechanics of writing in English.	1	Un
CO-2	relate and enrich their vocabulary.	1	Un, Ap
CO-3	develop proficiency in speaking and writing.	1	Cr
CO-4	organize ideas coherently while speaking or writing and engage themselves in simple conversation effectively.	7	An
CO-5	formulate the unique qualities of professional rhetoric.	7	Cr
CO-6	apply the acquired proficiency in formal communication	7	Ap

SEMESTER - IV			
Non- Major Elective		Functional English – II	
Course Code: 21UENN41	Hrs/Week: 2	Hrs/ Semester: 30	Credits: 2

#### **Unit – I Vocabulary Development**

Phrasal Verbs  
Idioms and Phrases  
Foreign Words and phrases

#### **Unit – II Basic Grammar**

Spotting the errors (Subject – Verb Agreement)  
Degrees of Comparison

#### **Unit - III Reading Skills**

Reading/Listening Comprehension  
Cloze Test

#### **Unit – IV Conversational English**

Attending an interview  
Apologising/ Complaining/ Making enquiries

#### **Unit – V Writing Skills**

Report Writing  
Curriculum Vitae

#### **Text Book**

Pillai, G Radhakrishnan and K Rajeevan. *Spoken English for You: Level One*. Emerald Publishers, 2009.

Joseph, K. V. *A Textbook of English Grammar and Usage*. Vijay Nicole Imprints Pvt. Ltd., 2006.

#### **Books for Reference:**

Iyadurai, P. *English Phonetics for Beginners*. Jones Publications, 2013.

Joseph, K. V. *A Textbook of English Grammar and Usage*. Vijay Nicole, 2006.

Malathi. *Functional English*. New Century Book House (P) Ltd., 2007.

#### **E-Resources:**

<https://www.grammarly.com/blog/common-phrasal-verbs/>

SEMESTER- IV			
Ability Enhancement Course: Yoga and Meditation			
Code: 21UAYM41	Hrs/Week : 2	Hrs/Semester : 30	Credits: 2

#### Course Outcome:

- To learn and practice various meditation, yoga methods to transform the ordinary life into a healthy, harmonious life leading to holistic wellbeing,
- To create an eco-friendly, loving and compassionate world.
- Acquire knowledge and skill in yoga for youth empowerment.
- Increase their power of concentration
- Learn the causes and ways to overcome fear and sadness.
- Create a ecofriendly, loving and compassionate world.

#### Unit I: Meditation

(6 Hrs)

Meditation – Purposes of meditation– Major types of meditations: Zazen, Mindfulness, Vipasana, Yoga, Self-inquiry, Listening, Qi Gong, Taoist, Tantra– Health benefits of meditation: physical, psychological, spiritual– Meditation and Silence: Silence of the body, mind, heart, and beyond – General methodology of meditation – Tips for better meditation **Exercises:** Practicing Zazen meditation – Self-enquiry meditation exercises

#### Unit II: Self-Awareness

(6 Hrs)

Awareness – Self-awareness – Importance of self-awareness – Shades of self-awareness – Difference between Awareness and Concentration – Power of concentration – Levels of concentration – How to increase concentration? – Beauty of living here and now – Ways to develop your presence – Self-awareness and Ecology: interconnectedness **Exercises:** Body Scan exercise – Self-Witnessing exercise – Eating Raisin with full awareness

#### Unit III: Yoga

(6 Hrs)

Meaning and importance of yoga – Yoga and human physical system – Principles of Yoga – Different types of yoga – Yoga and balanced diet – Yoga and energy balance – Pranayama – Surya namaskaram– Basic asanas for healthy life – Therapeutic benefits of simple yogasanas – Naturopathy for common ailments. **Exercises:** Practicing basic Asanas – Doing Sun Salutation

#### Unit IV: Mindfulness

(6 Hrs)

Definition of mindfulness – Three components of mindfulness– Benefits of mindfulness – Mindfulness and Brainwave patterns – Myths about mindfulness – Scientific Facts about mindfulness – Formal method to practice mindfulness – Qualities of Mindfulness – Obstacles for mindfulness – informal ways of practicing mindfulness – Mindfulness to get rid of addictions **Exercises:** Practice Mindful Walking –Practice Mindful Talking

**Unit V: Heartfulness**

(6 Hrs)

Attitude to life – Power of positive attitude – Techniques to develop positive attitude – Positive vs negative people – Forms of negative attitude – Heartfulness – Managing fear: Basic 5 fears, Ways to overcome fear– Handling anger: Anger styles, Tips to tame anger – Coping with sadness: Causes and ways to overcome sadness, dealing with depression – Ultimacy of compassion: Compassion to oneself, towards others: Forgiveness, to nature: Seeing God in all

**Exercises:** Practice Loving-Kindness meditation– Doing compassionate actions

**Text Book:**

- 1) Thamburaj Francis. *Meditation and Yoga for Holistic Wellbeing*. Trichy: Grace Publication. 2019.

**Books References:**

- 1) Osho. *Meditation the Only Way*. New Delhi: Full Circle Publication, 2009.
- 2) Thamburaj Francis. *Journey from Excellence to Godliness: Zen Meditation for Transformation*. Grace Publication, Trichy, 2017.
- 3) Osho. *Awareness: The Key to Living in Balance*. New York: St.Martin's Griffin Publication, 2001.
- 4) Tolle Eckart. *The Power of Now: A Guide to Spiritual enlightenment*. New World Library, 2004.
- 5) Swami Gnaneshwarananda. *Yoga for Beginners*. Calcutta: Sri Ramakrishna Math, 2010.
- 6) HanhThichNhat. *The Miracle of Mindfulness: An Introduction to the Practice of Meditation*. Beacon Press, 2016.
- 7) Kamlesh D. Patel and Joshua Pollock. *The Heartfulness Way: Heart-Based Meditations for Spiritual Transformation*. Westland Publications, 2018.

**Assessment****Internal Assessment :**

Class Exercises (Unit wise exercises as given in syllabus)	5x10	50
Homework (Assignment, Charts, Aids, creative works, etc)	5x 5	25

**External Assessment**

Objective Type Questions	5x10	25
Total		100

<b>SEMESTER IV</b>	
<b>Self-Study/Online Course/Internship (Optional) World Classic Fiction</b>	
<b>Course Code: 21UENSS2</b>	<b>Credits: 2</b>

**Objectives:**

To widen the prospects of literary study across nations.

To expose students to varied textual analysis and critical perception.

**Course Outcome:**

<b>CO No.</b>	<b>Upon the completion of the course, the students will be able to:</b>	<b>PSO addressed</b>	<b>CL</b>
CO -1	engage themselves in close reading of literary texts.	1	An
CO -2	understand the socio-cultural dimensions through fiction.	2	Ap
CO -3	analyse the wide range of themes, concerns and literary techniques.	4	An
CO -4	analyze characters in the light of their cultural and historical contexts.	2	Ev
CO -5	comprehend the creative aspects of significant world classic writers.	6	Un
CO -6	evaluate the aesthetic and moral responses in texts.	3	Ev

SEMESTER IV	
Self-Study/Online Course/Internship (Optional) World Classic Fiction	
Course Code: 21UENSS2	Credits: 2

**Unit I: French**

Daphne Du Maurier (1907-1989) : *Rebecca*

**Unit II: American**

F. Scott Fitzgerald (1896-1940) : *The Great Gatsby*

**Unit III: Russian**

Fyodor Dostoevsky (1821 -1881) : *Crime and Punishment*

**Unit IV: Latin American**

Gabriel Garcia Marquez (1927- 2014) : *Love in the Time of Cholera*

**Unit V: Indian**

R.K. Narayan (1906- 2001) : *The Guide*

**Text Books:**

Du Maurier, Daphne. *Rebecca*. Virgo Press. 2018.

Fitzgerald F. Scott. *The Great Gatsby*. Scribner Paperback Fiction. 1995.

Dostoyevsky, Fyodor. *Crime and Punishment: A Novel in Six Parts with Epilogue*. Knopf, 1992.

Garcia Marquez, Gabriel. *Love in the Time of Cholera*. Penguin Classics, 2007.

Narayan, R. K. *The Guide*. Penguin Books, 2006.

**Books for Reference:**

Damrosch, David. *What is World Literature?* Oxford University Press, 2003.

*Panorama of World Literature*. Publisher: Author press, 2012.

**E - Resources**

<https://www.sparknotes.com/lit/rebecca/summary/>.

<https://www.sparknotes.com/lit/gatsby/>.

<https://www.sparknotes.com/lit/crime/>.

<https://www.sparknotes.com/lit/cholera/summary/>.

<https://www.gradesaver.com/the-guide/study-guide/summary>.

SEMESTER V			
Core VII (Common Core)		Women Empowerment in India	
Course Code:21ULCC51	Hrs/Week:6	Hrs/Semester:90	Credits:3

### Objectives:

To familiarise the students with the existing socialization pattern in the society, functioning of institutions and disseminate gender sensitive approaches.

To introduced different schools of feminist thought and provide a feminist perspective to understand women's experiences in different parts of India.

### Course Outcome:

CO.No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO- 1	illustrate Indian women's historical, socio economic and political experiences.	3	Ap
CO- 2	classify the nature and growth of women's movement in the Modern Age.	2	Re
CO- 3	analyse women's participation in politics from a feminist perspective.	4	An
CO- 4	appraise the theoretical outlook on feminism from India and abroad.	5	Ev
CO- 5	evaluate various emerging gender issues in contemporary India.	5,7	Ev
CO- 6	assess the Indian feminist traditions that have arisen out of the heterogeneity of Indian experience.	7	Ev

SEMESTER V			
Core – VII (Common Core)		Women Empowerment in India	
Course Code: 21ULCC51	Hrs/Week: 6	Hrs/Semester: 90	Credits: 6

### **Unit I Status of Women in India through the Ages**

Ancient Period – Medieval Period – Colonial Era – Contemporary Era

### **Unit II Theories of Feminism**

Definition of Empowerment - Liberal Feminism – Radical Feminism – Marxist Feminism Psycho - Analytic Feminism - Socialist Feminism - Third World Feminism – Post - Modern Feminism – Eco Feminism

### **Unit III Women Movements in India**

Women in Freedom Movement: VeluNachiar – Jhansi Rani Lakshmi Bai – Dr. Annie Besant – Women in Non Co-operation Movement – Women in Civil Disobedience Movement – Quit India Movement – Bishnoi Movement - Women in Contemporary Scenario: Chipco, Appico and Narmada: Women's Movement for Safe Environment - Mathura and Nirbhaya Case and Change in Laws against Rape.

### **Unit IV Indian Feminism: Thinkers and Activists**

Reformers – Panditha Rama Bai – Sarala Devi Chadhurani — Dr. Muthulakshmi Reddy – Moovalur Ramamirtham – Margaret Elizabeth Cousins –Kamala Devi Chattopadhyay – Savitribai Phule - Dhanvanthi Rama Rau – Medha Patkar – Arundati Roy – Irom Chanu Sharmila

### **Unit V Constitutional Protection for Women Empowerment**

73<sup>rd</sup> & 74<sup>th</sup> Amendment –Representation of Women in Local Government – Women's Property Rights –Dowry Prohibition Act (1961) – Indecent Representation of Women Prohibition Act (1986) – Domestic Violence Act (2005) – Sexual Harassment at the Workplace (2013) – Laws against Violence and Crimes – Eve-Teasing - Rape– Triple Talaq Act (2019).

### **Text Book**

Jeyaraj Nirmala. *Women and Society*. Lady Doak College, 2000.

### **Books for Reference**

Devi K. Uma. *Women's Equality in India: a Myth or Reality*. Discovery Publishing House, 2000.

Forbes Geraldine. *The New Cambridge History of India: Women in Modern India*. Cambridge University Press, 2007.

Gonsalves, Lina. *Women and Human Rights*. APH Publishing House, 2011.

Tripathi Prof. Madhusoodan. *Women Rights in India*. Omega Publications, 2011.

Altekar A. S. Position of Women in Hindu Civilization: From Prehistoric Time to the Present Day. Motilal Banarsidass, 2016.

Desai Neena. *Indian Women: Change and Challenge in the International Decade, 1975-85*. Sangam Books Ltd, 1985.

## **E – Resources**

1. [https://www.legalserviceindia.com/helpline/woman\\_rights.htm](https://www.legalserviceindia.com/helpline/woman_rights.htm)
2. <http://www.legalservicesindia.com/article/1751/legislation-relation-to-women-right.html#:~:text=Author%20Name%3A%20ankitaraj-.various%20legislation%20in%20india%20relating%20to%20women's%20right%3A%20The%20Provisions,The%20Indecent%20Representation%20of%20Women%20>

SEMESTER – V			
Core VIII		Essentials in Shakespearean Writings	
Course Code : 21UENC51	Hrs/ week : 6	Hrs/ Semester : 90	Credits : 4

**Objectives:**

To acquaint students with the universality of Shakespearean writings.

To initiate students to the aesthetics and essence of Shakespearean diction.

**Course Outcome:**

CO No.	Upon successful completion of this course students will be able to:	PSO addressed	CL
CO-1	acquaint with Shakespeare's dramatic and poetic art.	1	Un
CO-2	know the depth of the art of characterization and development of plot.	1	Un
CO-3	understand the components of Shakespearean drama and theatre.	4	Un
CO-4	analyze Shakespeare's works in the modern context.	7	An
CO-5	identify the distinctive features and evaluate the universal appeal of Shakespeare's works.	1, 7	Ev
CO-6	dramatize Shakespearean theatrical art.	3	Cr

SEMESTER – V			
Core VIII		Essentials in Shakespearean Writings	
Course Code : 21UENC51	Hrs/ week : 6	Hrs/ Semester : 90	Credits : 4

**Unit I** - General Topics:  
i) Dowden's Classification of Shakespeare  
ii) Theatre and Audience  
iii) Women in Shakespeare  
iv) Fools in Shakespeare Plays  
v) Supernatural Elements

**Unit II** - Poetry  
Sonnets: 18, 30, 65, 108, 116  
The Phoenix and the Turtle

**Unit III** - Comedy  
*The Merchant of Venice*

**Unit IV** - Tragedy  
*Macbeth*

**Unit V** - Tragi-Comedy  
*The Tempest*

**Text Book:**

Shakespeare, William. *The Complete Works of William Shakespeare*. Palala Press, 2015.

**Books for Reference:**

Bradley. A.C. *Shakespearean Tragedy*. Penguin Random House, 1991.  
Brown, Russell John. *Shakespeare and His Comedies*. Methuen & Co Ltd; 1962.  
Pettet, E.C. *Shakespeare and the Romance Tradition*. Staples Press, 1949.  
Tillyard, E.M.G. *Shakespeare's Last Plays*. Bloomsbury Publishing, 2013.

**E- Resources**

<https://literariness.org/analysis-of-william-shakespeares-antony-and-cleopatra/>  
<https://blog.gopeer.org/shakespeares-macbeth-critical-essay-c8d647364490>  
<https://interestingliterature.com/a-short-analysis-of-william-shakespeares-the-tempest/>

<b>SEMESTER V</b>			
<b>Core IX</b>		<b>American Literature</b>	
<b>Course Code: 21UENC52</b>	<b>Hrs/Week: 6</b>	<b>Hrs/Semester: 90</b>	<b>Credits:4</b>

**Objectives:**

To familiarize students with the representative writers in American literature.

To explore the inherent voices of the age, individualism, and imagination of American literature.

**Course Outcome:**

<b>Co. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	comprehend the social, cultural and historical milieu of texts.	2	Un
CO-2	interpret the psychological perspective of American Literature.	4	Ap
CO-3	identify and interpret the representative works of American writers.	4	An
CO-4	appraise the themes and literary devices employed by the major writers.	6	Ev
CO-5	review the ethical dimensions of American literature in the universal context.	8	Ev
CO-6	formulate imagination to a wider range of voices across cultures.	2	Cr

SEMESTER V			
Core IX		American Literature	
Course Code: 21UENC52	Hrs/Week: 6	Hrs/Semester: 90	Credits: 4

#### Unit I - Poetry

Walt Whitman (1819-1892)	: Prayer of Columbus
Robert Frost (1874-1963)	: After Apple-Picking
Wallace Stevens (1879-1955)	: Of Modern Poetry
Langston Hughes (1902-1967)	: The Negro Speaks of Rivers
Sylvia Plath (1932-1963)	: Mirror

#### Unit II - Prose

Ralph Waldo Emerson (1803-1882)	: The American Scholar (Duties of the scholar).
Henry David Thoreau (1817-1862)	: Life without Principle

#### Unit III - Fiction

Herman Melville (1819- 1891)	: <i>Moby- Dick</i>
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#### Unit IV - Drama

Tennessee Williams (1911-1983)	: <i>The Glass Menagerie</i>
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#### Unit V - Short-story

Edgar Allan Poe (1809-1849)	: The Cask of Amontillado
Mark Twain (1835-1910)	: Eve's Diary
Frank Stockton (1834 -1902)	: The Lady, or The Tiger?

#### Text Books:

Baym, Nina. (ed). *The Norton Anthology of American Literature*. Vol.1. W.W.Norton & Company, 2003.

Melville, Herman. *Moby Dick*. Penguin Classics.2003.

Williams, Tennessee. *The Glass Menagerie*.Penguin Classics. 2014.

#### Books for Reference:

Burt, Daniel.S. *The Chronology of American Literature: America's Literary Achievements from the Colonial Era to Modern Times*. Houghton Mifflin Publishers, 2004.

Hover, Janet Gabler & Robert Sattelmeyer. *American History through Literature, 1820-1870*. Charles Scribner's Sons, 2006.

#### E- Resources:

<http://digitalemerson.wsulibs.wsu.edu/exhibits/show/text/the-american-scholar>

<https://www.theatlantic.com/magazine/1863/10/life-without-principle/542217/>

<https://smartenglishnotes.com/a-critical-analysis-of-moby-dick/>

<https://www.malayajournal.org/articles/MJM0S200959.pdf>

<https://americanliterature.com/author/mark-twain/short-story/eves-diary>

<b>SEMESTER V</b>			
<b>Core X</b>		<b>Literary Criticism</b>	
<b>Course Code:21UENC53</b>	<b>Hrs/Week: 5</b>	<b>Hrs/Semester: 75</b>	<b>Credits:4</b>

**Objectives:**

To introduce and familiarize students with the major schools of literary criticism

To develop their critical sensibility to the better understanding of literary texts.

**Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	understand the evolution of the history and principles of literary criticism through the ages and view literary texts in relation to their age and critical perception.	1, 4	Un, An
CO-2	understand how critical reasoning enhances the study of literary art.	4	Un
CO-3	compare and analyze significant critics and their view points.	2	An
CO-4	apply the different approaches of criticism in analyzing texts	1	Ap
CO-5	examine how literary criticism develops tastes and shapes literature and culture across centuries.	8	Ev
CO-6	develop analytical and critical skills with which literature can be appreciated.	7	Cr

SEMESTER V			
Core : X		Literary Criticism	
Course Code:21UENC53	Hrs/Week: 5	Hrs/Semester: 75	Credits: 4

**Unit I Classical Age**

Plato (428 - 347 BC)  
Aristotle (384-322 BC)  
Dante (1265-1321)

**Unit II Elizabethan and Neo Classical Age**

Philip Sidney (1554-1586)  
Dryden (1631-1700)  
Alexander Pope (1688 - 1744)

**Unit III Romantic Age**

William Wordsworth (1770-1850)  
S.T. Coleridge (1772-1834)

**Unit IV Victorian Age**

Matthew Arnold (1822 - 1888)  
Walter Pater (1839-1894)

**Unit V Modern Age**

T.S. Eliot (1888 – 1965)  
I.A. Richards (1893-1979)

**Text Book:**

Prasad, B. *An Introduction to English Criticism*. Macmillan India Limited, 1965.

**Books for Reference:**

Atkins, J.W.H. *English Literary Criticism 17<sup>th</sup> 18<sup>th</sup> Centuries*. Ardent Media, 1963.  
Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, 2009.  
Con Davis Robert and Schleifer Ronald. *Contemporary Criticism: Literary and Cultural Studies*. Longman, 1998.

Drable, Margaret. *The Oxford Companion to English Literature*. OUP, 2006.

Ryan, Michael. *The Encyclopaedia of Literary and Cultural Theory*. Blackwell, 2011.

**E- Resources:**

<https://literariness.org/2017/05/01/literary-criticism-of-aristotle/>  
[https://www.mddmcollege.ac.in/wpcontent/2021/06/file\\_60c9b4cc32cc8.pdf](https://www.mddmcollege.ac.in/wpcontent/2021/06/file_60c9b4cc32cc8.pdf)  
<http://allrfree.blogspot.com/2009/10/william-wordsworth-as-critic.html#>  
<https://www.lsj.org/literature/essays/arnold#indifference/life>  
<https://literariness.org/2020/11/21/literary-criticism-of-t-s-eliot/>

SEMESTER-V			
Core Elective		Phonetics for English Proficiency	
Course Code : 21UENE51	Hrs/ week : 5	Hrs/ Semester : 75	Credits : 4

**Objectives:**

To improve spoken English competencies and standard pronunciation of the English language

To enhance and equip the speaking skills of the students with right Pronunciation.

**Course Outcome:**

CO No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	discuss in detail the production and articulation of Speech Sounds.	1, 2	Un
CO-2	understand correct Stress and Intonation pattern.	1	Un
CO-3	understand and analyze variations in speech sounds.	1	Un, An
CO-4	acquire good LSRW skills to foster effective oral and written communication to compete in the global market.	3	Ap
CO-5	better their accentuation and effective communication to emerge as media personnel and soft skill trainers.	7	Ap, Ev
CO-6	articulate standard pronunciation of English words.	3	Ap, Cr

SEMESTER-V			
Core Elective	Phonetics for English Proficiency		
Course Code : 21UENE51	Hrs/ week : 5	Hrs/ Semester : 75	Credits : 4

#### Unit I

Introduction to Phonetics  
Organs of Speech

#### Unit II

Production of Sounds  
Sounds in English- Pure Vowels and Diphthongs

#### Unit III

Sounds in English –Consonants

#### Unit IV

Stress  
Intonation

#### Unit V

Transcribing words and sentences  
Speech Practice (Spoken English Viva)

#### Text Book:

Aslam, Mohammad. & Aadil Amin Kak. *Introduction to English Phonetics and Phonology*. Cambridge University Press, 2007.

Pillai, Radhakrishna G, and K Rajeevan. *Spoken English for You Level I*. Emerald Publishers, 2014.

#### Books for Reference:

Connor, J.D.O. *Better English Pronunciation*. Cambridge University Press, 1967.

Gimson, A.C. *An Introduction to the Pronunciation of English*. 3<sup>rd</sup> edition. Hodder Arnold, 1989.

Kingdon, Roger. *English Intonation Practice*. Longman, 1958.

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan, 1981

#### E - Resources:

[https://www.jstor.org/stable/j.ctv9zcjkw.5#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/j.ctv9zcjkw.5#metadata_info_tab_contents)

[https://www.uni-due.de/SHE/REV\\_PhoneticsPhonology.htm](https://www.uni-due.de/SHE/REV_PhoneticsPhonology.htm)

<https://www.learning-english-online.net/pronunciation/stress-and-intonation/>

<https://www.lawlessenglish.com/learn-english/pronunciation/>

[https://www.researchgate.net/an\\_introduction\\_to\\_English\\_phonetics\\_and\\_phonology](https://www.researchgate.net/an_introduction_to_English_phonetics_and_phonology)

SEMESTER-V			
Core Elective	Practical Criticism		
Course Code :21UENE52	Hrs/ week :5	Hrs/ Semester : 75	Credits :4

**Objectives:**

To enable students to analyse and evaluate literary texts based on literary forms and terms.  
To expose the learners to the skills of understanding and applying the various techniques of literature.

**Course Outcome:**

CO No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	comprehend the significant deployment of content and technique used by writers	2	Un
CO-2	analyze the rhetorical pattern, themes and style.	2	An
CO-3	improve the skill of analyzing the language used in prose and poetry.	3	An
CO-4	analyse the devices and techniques used in drama	6	An
CO-5	develop the ability to apply literary techniques to analyze literary texts.	5	Ev
CO-6	critically examine literature with the help of literary forms and terms.	6	Ev

SEMESTER-V			
Core Elective		Practical Criticism	
Course Code: 21UENE52	Hrs/ week :5	Hrs/ Semester : 75	Credits :4

### Unit I Introduction

What is Practical Criticism-Antecedents of Practical Criticism-The use of Practical Criticism

### Unit II Poetry - Literary Terms

Blank verse, Metaphor, Simile, Pathetic Fallacy, Onomatopoeia, Pastoral, Imagery, Personification, Irony, Alliteration, Assonance, Burlesque, Conceit, Myth, Allegory, Allusion, Analogy, Aphorism, Diction, Conflict, Epithet, Euphemism, Hyperbole, Oxymoron, Paradox, Synecdoche, Syntax

### Unit III Prose- Literary Terms

Formal Satire, Irony, Close Reading, Connotation, Denotation, Explication, Black Humour, Ambiguity, Objective Correlative, Rhetoric

### Unit IV Drama - Literary Terms

Pun, Rhetoric, Narrative, Antithesis, Paradox, Parallelism, Humour, Pathos, Satire, Unity, Structure, Dramatic monologue, point of view, Tone, Setting

### Unit V Analysis

Poetry

Prose

Drama

### Text book:

1. Sethuraman, V.S, C.T. Indra and T.Sriraman, eds. *Practical Criticism*. Macmillan,1990.

### Books for Reference:

1. Richards, I.A. *Practical Criticism*. Harvest Book. 1956.
2. Abrams, M.H. *A Glossary of Literary Terms*. 7<sup>th</sup> edition. Heinle & Heinle, 1999.

### E - Resources

<https://www.english.cam.ac.uk/pracrit.htm>

<https://literaryterms.net/>

<https://literarydevices.>

[https://mthoyibi.files.wordpress.com/2011/05/a-glossary-of-literary-terms-7th-ed\\_m-h-abrams-1999](https://mthoyibi.files.wordpress.com/2011/05/a-glossary-of-literary-terms-7th-ed_m-h-abrams-1999)

Semester - V			
Common Skill Based Core		Computer for Digital Era and Soft Skills	
Code : 21UCSB51	Hrs / Week : 2	Hrs / Sem : 30	Credits : 2

### Course Outcome

- Identify different types of computer systems.
- Classify various types of software being used.
- Compare various digital payments and use them in day to day life.
- Recognise the innovative technologies IoT and integrate it in various fields.
- Analyze various social networking platforms and use them efficiently.
- Distinguish various cyber attacks and apply preventive measures.
- Understand the various soft skills needed to become successful.
- Analyze self and adapt oneself to work in a team.

### Unit I: Fundamentals of Computers:

Introduction to computers- Components of computers-Working principle-Types of computers-Tablet-Notebook-Smart phone-PDA-Impact of computers on society-Types of software.

### Unit II: Recent Trends in Computer Science and e-Governance:

IoT - applications- Mobile applications - E-Learning- E-Commerce - digital payments

### Unit III: Social Media:

Face book-Twitter-Linked In-Instagram-Advantages of Social Networking-Issues/Risks of Social Networking-Protecting ourselves from social Networking problems-Cybercrimes-Hacking-Phishing- Cyber Security

### Unit IV: Introduction to Soft Skills:

Learning objectives – What are soft skills?-Categories of Soft Skills-Integral Parts of Soft Skills.

### Unit V: Understanding Self and Team Building:

Transactional Analysis (TA) - Structural analysis of Ego states- The functional model of Ego states - Egogram-Storkes - Life Position - Egogram and Life Positions Questionnaire- Team and Team Building- Features of effective creative teams

**Books for Reference:**

1. Peter Norton, Introduction to Computers 6th Edition
2. Charles P Pfleeger, Shari Lawrence Pfleeger, Security in Computing, I Edition, Pearson Education, 2003.
3. E.Balagurusamy, Fundamentals of Computers, McGraw Hill
4. Henry Chan, Raymond Lee, Tharam Dillon, Elizabeth Chang , E-Commerce fundamentals and applications, Wiley Student edition
5. Benita Bhatia Dua, DeepaJeyaraman, Profit with Social Media, CNBC
6. Dr.K.Alex, Soft Skills, S.Chand & Co
7. <http://www.digitalindia.gov.in/content/social-media-analytics>
8. <https://www.researchgate.net/publication/307878962> Introduction to E-Governance
9. <http://www.ijqr.net/journal/v10>
10. <https://www.researchgate.net/publication/258339295> FUNDAMENTALS OF COMPUTER STUDIES

Semester – V	
<b>Self-Study/Online Course/Internship (Optional)      Science Fiction</b>	
<b>Course Code: 21UENSS3</b>	<b>Credits :2</b>

### Objectives

To view the futuristic vision of science fiction literature and introduce the students to renowned science fiction writers.

To promote the emerging trends of science fiction

### Course Outcome:

CO No.	Upon completion of this course students will be able to:	PSO addressed	CL
CO-1	understand how science and technology influence the world of Literature	2	Un
CO-2	have a critical perspective of the future scene of the world	3	An
CO-3	interpret the stylistic features of science fiction writings	6	Ev
CO-4	apply the caution stated in the studies to safeguard interests of the humans and the earth	5	Ap
CO-5	compare and contrast the advantages and disadvantage of science in its global context	3	Ap
CO-6	seek solution in humanism as an ultimatum to resolve technological and scientific issues	5	Ap,Ev,Cr

Semester – V	
Self-Study/Online Course/Internship (Optional)      Science Fiction	
Course Code: 21UENSS3	Credits :2

#### Unit I

H. G. Wells (1866 – 1946) : *The War of the Worlds*

#### Unit II

George Orwell (1903- 1950) : *1984*

#### Unit III

Kurt Vonnegut (1922 – 2007) : *Slaughterhouse- Five*

#### Unit IV

Suzanne Collins (b.1962 ) : *Hunger Games*

#### Unit V

Lois Lowry ( b.1937 ) : *The Giver*

#### Text Books:

Collins, Suzanne. *The Hunger Games*. Scholastic, 2012.

Lowry, Lois. *The Giver*. Boston, Massachusetts: Houghton Mifflin, 1993.

Orwell, George. *1984*. London: Harville Secker ,1949.

Vonnegut, Kurt. *Slaughterhouse-Five*. Delacourt, 1965.

Wells, H. G. *The War of the Worlds*. Fingerprint Publishing, 2015.

#### E- Resources:

<https://lit/handmaid/plot-analysis/>

<https://George-Orwells-Nineteen-Eighty-Four-A-Psycholinguistic-Analysis.>

<https://www.diva-portal.org/smash/record.js1546680>

<https://interestingliterature.comz/wells-the-war-of-the-worlds>

<https://literature/analysis-of-slaughterhouse-five-by-kurt-vonnegut>

<b>SEMESTER –VI</b>			
<b>Core XI</b>		<b>Indian Writing in English</b>	
<b>Course Code : 21UENC61</b>	<b>Hrs/ week : 6</b>	<b>Hrs/ Semester : 90</b>	<b>Credits : 4</b>

**Objectives:**

To familiarize students with the major Indian writers in English

To identify and reorient with the Indian aesthetics and sensibility

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	understand the major Indian writers in English.	2	Un
CO-2	redefine the meaning of ‘Indianness’ through representative works.	3, 4	Un, Ap
CO-3	interpret and analyse the nuances of literature pertaining to Indian culture.	1, 2	Un, An
CO-4	understand the issues in the contemporary Indian society and to become familiar with the usage of Indian English	3,8, 10	Un, An
CO-5	evaluate a writer’s purpose and perspective.	5, 7	Ev, An
CO-6	identify the socio-political and economic realities of human life.	4	An, Ev

SEMESTER –VI			
Core XI		Indian Writing in English	
Course Code : 21UENC61	Hrs/ week : 6	Hrs/ Semester : 90	Credits : 4

### Unit I - Poetry

Sarojini Naidu (1879-1949)	: Palanquin Bearers
Nissim Ezekiel (1924-2004)	: Poet, Lover, Birdwatcher
A.K. Ramanujan (1929-1993)	: A River
Kamala Das (1934-2009)	: My Grandmother's House

### Unit II - Prose

Dr. S. Radhakrishnan (1888-1975)	: An Ideal before the Youth
Jawaharlal Nehru (1889-1964)	: Ashoka, Beloved of the Gods

### Unit III - Drama

Manjula Padmanabhan (b 1953)	: <i>Harvest</i>
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### Unit IV - Fiction

Shashi Deshpande (b. 1938)	: <i>The Dark Holds No Terrors</i>
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### Unit V - Short Story

R.K. Narayan (1906- 2001)	: A Tiger Comes to Town
Amrita Pritam (1919-2005)	: The Birth of a Poem
Ruskin Bond (b 1934)	: The Photograph

### Text Books:

Bond, Ruskin. *Night Train at Deoli and Other Stories*. Penguin Books, 1988.

Padmanabhan, Manjula. *Harvest*. Aurora Metro Publications Ltd., 2003.

Srinivasa K. Iyengar. *Indian Writing in English*. Sterling Publishers, 2012.

### Books for Reference:

Gopal, Priyamvada. *The Indian English Novel: Nation, History and Narration*. Oxford UP, 2009.

Schilpp, Paul Arthur. *The Philosophy of Sarvepalli Radhakrishnan*. The Library of Living Philosophers Inc., 1952.

Singh, Prabhat K. *The Indian English Novel of the New Millennium*. Cambridge Scholars Publishing, 2013.

### E- Resources:

<https://www.thefreshreads.com/poet-lover-birdwatcher/>

<https://rufusonline.blogspot.com/2007/03/ideal-before-youth-dr-radhakrishnan-05.html#:~:text=In%20this%20essay%20he%20points,%2C%20economic%2C%20philosophic%20and%20religious.>

<https://smartenglishnotes.com/2020/10/03/the-harvest-summary-themes-setting-and-characters/#:~:text=It's%20about%20India%20and%20the,for%20themselves%20and%20their%20families>

<http://puneresearch.com/media/data/issues/59d28159067e3.pdf>

SEMESTER VI			
Core XII		Women's Writing	
Course Code: 21UENC62	Hrs/Week: 6	Hrs/Semester: 90	Credits: 4

**Objectives :**

To enhance the students with a better understanding of Women's writing in English.

To assess women's studies from a woman's point of view

**Course Outcome:**

CO No.	Upon completion of this Course, students will be able to	PSO addressed	CL
CO 1	understand the role of women in Literature	2	Un
CO 2	interpret women's writings across cultures.	6, 7	An
CO 3	analyse gender perspectives in writings	4	An
CO 4	evaluate the artistic and intellectual contributions of women to literature.	2, 4	Ev
CO 5	identify the marginalization of women in society.	2, 5	Ev
CO 6	construct and reorient the identity of women through creative writing.	8, 5	Cr

SEMESTER VI			
Core XII		Women's Writing	
Course Code: 21UENC62	Hrs/Week: 6	Hrs/Semester: 90	Credits: 4

### Unit I - Poetry

Emily Dickinson (1830-1886)	: Success is counted Sweetest
Gwendolyn Brooks (1917-2000)	: The Mother
Carol Ann Duffy (b 1955)	: Valentine
Maya Angelou (1928-2014)	: Caged Bird

### Unit II - Prose

Mary Wollstonecraft (1759-1797)	: A Vindication of the Rights of Woman
	: The Prevailing opinion about Sexual differences (Chapter 2, pp: 12-25)
Arundhati Roy (b 1961)	: War Talk (from the Algebra of Infinite Justice pp 295-304)

### Unit III - Drama

Mahasweta Devi (1926-2016)	: <i>Mother of 1084</i>
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### Unit IV - Fiction

Jhumpa Lahiri (b 1967)	: <i>Interpreter of Maladies</i>
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### Unit V - Autobiography

Anne Frank (1929- 1945)	: <i>The Diary of a Young Girl</i>
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### Text Books:

Devi, Mahasweta. *Mother of 1084*. Seagull Publishers, 2011.  
Lahiri, Jhumpa. *Interpreter of Maladies*. HarperCollins Publishers, 2000.  
Frank, Anne. *The Diary of a Young Girl*. Rupa Publications, 2021.

### Books for Reference:

Finke, Laurie A. *Feminist Theory, Women's Writing*. Cornell University Press.  
Joannou, Maroula, editor. *The History of British Women's Writing, 1920-1945*. Vol. 8. Palgrave Macmillan, 2013.

### E- Resources:

<https://www.bachelorandmaster.com/britishandamericanpoetry/the-mother.html#.YfVna-pBxPY>  
<https://www.theguardian.com/world/2001/sep/29/september11.afghanistan>  
[https://www.researchgate.net/publication/343190501\\_ILLUMINATING\\_MULTIPLE\\_OPPRESSIONS\\_IN\\_THE\\_PLAY\\_OF\\_MOTHER\\_OF\\_1084\\_BY\\_MAHASWETA\\_DEVI](https://www.researchgate.net/publication/343190501_ILLUMINATING_MULTIPLE_OPPRESSIONS_IN_THE_PLAY_OF_MOTHER_OF_1084_BY_MAHASWETA_DEVI)  
<https://www.litspring.com/2021/08/analysis-of-interpreter-of-maladies-by.html>

<b>SEMESTER-VI</b>			
<b>Core XIII</b>		<b>New Literatures in English</b>	
<b>Course Code: 21UENC63</b>	<b>Hrs/ week :6</b>	<b>Hrs/ Semester: 90</b>	<b>credits :4</b>

**Objectives:**

To introduce students to the aesthetics of the third world literatures in English  
To familiarize them with the socio-cultural perspectives and concerns across cultures

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	acquire knowledge about contemporary literature across cultures.	1, 2	Un
CO-2	understand texts in their cultural and historic contexts.	1	Un
CO-3	identify the various themes present in New Literatures in English.	1	Un, Ap
CO-4	develop a critical understanding of how literature can both uphold and resist existing structures of power.	8	Un, An
CO-5	critically analyse different literary texts across cultures	6	An
CO-6	evaluate the diversity of literary and social voices.	1, 2	Ev

SEMESTER-VI			
Core XIII		New Literatures in English	
Course Code: 21UENC63	Hrs/ week :6	Hrs/ Semester: 90	credits :4

### Unit I Poetry

A. D. Hope (1907-2000)	: Australia
David Diop (1927-1960)	: The Vultures
Derek Walcott (1930-2017)	: A Sea Chantey
Joseph Brodsky (1940-1996)	: The End of a Beautiful Era
Dom Moraes (1938-2004)	: Sinbad

### Unit II Prose

Julius Nyerere ( 1922-1999)	: Freedom and Development
Ngugi waThiong'o (b 1938 )	: Decolonising the Mind- On the Abolition of English Department
Chimamanda Ngozi Adichie (b1977)	: The Danger of a Single Story

### Unit III Fiction

Bapsi Sidwa (b.1938 )	: <i>Ice Candy Man</i>
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### Unit IV Drama

Wole Soyinka (b.1934 )	: <i>The Swamp Dwellers</i>
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### Unit V Short Story

Jorge Luis Borges (1899- 1986)	: Death and the Compass
Lee Kok Liang (1927- 1992)	: When the Saints Go Marching
Gita Hariharan (b.1954 )	:The Remains of the Feast

### Text Books:

Sidwa, Bapsi. *Ice Candy Man*. Penguin Random House, 1989.  
 Thiong'o, Ngũgĩ. *Decolonising the Mind: The Politics of Language in African Literature*. East African Educational Publishers, 1986.  
 Soyinka, Wole. *Three Short Plays: The Swamp Dweller, The Trials of Brother Jero, The Strong Breed*. Oxford University Press, 1969.

### Books for Reference:

Gibbs, James, ed. *Critical Perspectives on Wole Soyinka*. Three Continents Press, 1980.  
 McDonald, Ian and Stewart Brown, eds. *Caribbean Poetry*. Heinemann, 1992.

### E- Resources:

<https://sahyadriliterature.blogspot.com/2018/08/poem-analysis-of-australia-by-a.html#:~:text=In%20the%20poem%2C%20%22Australia%E2%80%9D,idea%20that%20Australia%20is%20civilized.&text=He%20sees%20Australia%20as%20a,country%20to%20a%20'sphinx'>  
<https://english.umd.edu/research-innovation/journals/interpolations/fall-2018/summary-danger-single-story>  
[https://www.academia.edu/35526398/Bapsi\\_Sidhwa\\_s\\_Novel\\_Ice\\_Candy\\_Man\\_A\\_Feminist\\_Perspective](https://www.academia.edu/35526398/Bapsi_Sidhwa_s_Novel_Ice_Candy_Man_A_Feminist_Perspective)

<b>SEMESTER-VI</b>			
<b>Core XIV</b>		<b>World Literatures in Translation</b>	
<b>Course Code: 21UENC64</b>	<b>Hrs / Week: 6</b>	<b>Hrs/ Semester: 90</b>	<b>Credits : 4</b>

**Objectives:**

To make the students understand the magnitude of World Literatures in translation  
 To stimulate intensive reading for a broader perception of the world's greatest writers.

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	understand the literary genres of World Literatures through translation.	2	Un
CO-2	infer a comprehensive knowledge of diverse cultures and values expressed	2	Un
CO-3	relate the translation theories and interpret literatures accordingly	1	Ap
CO-4	explore the psychological dimensions and approaches of writers to human existence	4	An
CO-5	analyze the aesthetic philosophy and spiritual values expounded in world literature	8	An
CO-6	estimate the conventions and ideologies of world's greatest writers and comprehend the philosophy stated.	6	Ev

SEMESTER-VI			
Core XIV		World Literatures in Translation	
Course Code: 21UENC64	Hrs / Week: 6	Hrs/ Semester:90	Credits : 4

### Unit I: Poetry

Horace (1048-1131) : The Odes- Book 1 (Ode 1.1)  
 Johann Wolfgang Von Goethe (1749-1832) : The Dance of the Dead  
 Charles Baudelaire ( 1821-1867) : Hymn to Beauty  
 Subramania Bharathiyar (1882- 1921) : The Heart cannot Endure

### Unit II: Prose

St. Augustine (354-430 AD) : *The Confessions* (Book I)

### Unit III: Drama

Kalidasa (4<sup>th</sup> -5<sup>th</sup>c) : *Abhijnana Sakuntalam*

### Unit IV: Fiction

Hermann Hesse (1877-1962) : *Siddhartha*

### Unit V: Short Stories

Leo Tolstoy (1828-1910) : How Much Land Does a Man Need?  
 Anton Chekov (1860-1904) : Vanka  
 Franz Kafka (1883-1924) : A Country Doctor

### Text Books:

Charles E Bennet and John Carew Rolfe. *Horace: The Complete Works*. Allyn & Bacon, 1901.  
 Kalidasa. *Abhijnana Sakuntalam*. Ed. Ramesh Chandran. Tr. A H Eden. Global Vision, 2004.

### Books for Reference:

Horace. *The Odes of Horace*. Trans. by Jeffery H. Kaimowitz. John Hopkins University, 2008.

### E- Resources:

<https://www.poemofquotes.com/johannwolfganggoethe/dance-of-death.php>  
<https://www.sparknotes.com/philosophy/confessionsaug/section1/>  
<https://guidingliterature.com/critical-analysis-of-the-play-abhijnana-shakuntalam/>  
<https://www.britannica.com/topic/One-Hundred-Years-of-Solitude>  
<https://www.gradesaver.com/how-much-land-does-a-man-need/study-guide/summary>

<b>SEMESTER VI</b>			
<b>Core XV</b>		<b>Diasporic Literary Studies</b>	
<b>Course Code: 21UENC65</b>	<b>Hrs/Week: 6</b>	<b>Hrs/Sem: 90</b>	<b>Credits:4</b>

**Objectives:**

To familiarise students with the diasporic experiences of exile and displacement

To enhance the understanding of contemporary transnational and trans-cultural leitmotifs.

**Course Outcome:**

<b>Co. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	understand the problem of exile and displacement	2	Un
CO-2	comprehend the significant features of diasporic literature.	2	Un
CO-3	identify and interpret the representative works of the writers of diaspora.	2, 4	An
CO-4	appraise the significant themes and literary devices employed by the major writers.	4	Un, Ev
CO-5	interpret the historical perspective of diasporic literature.	4, 8	An
CO-6	formulate imagination to a wider range of voices across cultures.	2, 6	Ap, Cr

SEMESTER VI			
Core XV		Diasporic Literary Studies	
Course Code: 21UENC65	Hrs/Week: 6	Hrs/Semester: 90	Credits:4

### Unit I – Poetry

W.E.B. Dubois (1868 – 1963)	: Ghana Calls
Mahmoud Darwish (b. 1941)	: Who am I, Without Exile?
Vikram Seth (b. 1952)	: Round and Round
Tarfia Faizulla (b.1980)	: En Route to Bangladesh, Another Crisis of Faith

### Unit II – Prose

William Safran ( b 1930)	: Diasporas in Modern Societies : Myths Homeland and Return
Salman Rushdie (b 1947 )	: Imaginary Homelands

### Unit III – Drama

Drew Hayden Taylor (b 1993)	: <i>Someday</i>
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### Unit IV – Fiction

Toni Morrison (b 1931)	: <i>Home</i>
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### Unit – V- Short Stories

Wolfgang Borchert (1921-1947)	: The Kitchen Clock
Bharati Mukherjee (1940-2017)	: The Tenant
Jhumpa Lahiri (b 1967)	: Mrs. Sen's

### Text Books:

*Holy Bible King James Version*. World Bible Publishing, 1981.

Morrison, Toni. *Home*. Vintage Publishers, 2013.

Taylor, Drew Hayden. *Someday*. Fifth House Publishers, 2008.

Safran, Williams. "Diasporas in Modern Societies: Myths of Homeland and Return." *Diaspora: A Journal of Transnational Studies* 1. Spring (1991): 83-99.

### Books for Reference:

Baronian, Marie-Aude, Besser and Jansen. *Diaspora and Memory: Figures of Displacement in Contemporary Literature, Arts and Politics*. Rodopi B.V., 2007.

Baubock, Rainer and Thomas Faist, eds. *Diaspora and Transnationalism: Concepts, Theories and Methods*. Amsterdam UP, 2010.

Roy, Rituparna. *South Asian Partition Fiction in English*. Amsterdam UP, 2010.

**E- Resources:**

[http://www.scielo.org.za/scielo.php?script=sci\\_arttext&pid=S1010-99192018000100010](http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S1010-99192018000100010)

<https://www.supersummary.com/imaginary-homelands-essays-and-criticism-1981-1991/summary/>

[https://www.researchgate.net/publication/316250585 Sixties scoop and first nations women A study of drew Hayden Taylor's someday#:~:text=Drew%20Hayden%20Taylor's%20play%2C%20Someday,babies%20from%20their%20biological%20mothers.](https://www.researchgate.net/publication/316250585_Sixties_scoop_and_first_nations_women_A_study_of_drew_Hayden_Taylor's_someday#:~:text=Drew%20Hayden%20Taylor's%20play%2C%20Someday,babies%20from%20their%20biological%20mothers.)

[https://www.researchgate.net/publication/270668812 The challenges of recovering from individual and cultural trauma in Toni Morrison's Home](https://www.researchgate.net/publication/270668812_The_challenges_of_recovering_from_individual_and_cultural_trauma_in_Toni_Morrison's_Home)

<https://www.litcharts.com/lit/mrs-sen-s/summary-and-analysis>

Semester VI			
Project			
Course Code : 21UENP61	Hrs / Week : 6	Hrs / Sem : 90	Credits : 4

**Objectives:**

To provide guidelines to students on how to write research papers in literature.

To encourage research culture among students.

**Course Outcome:**

CO. No.	Upon completion of this course, students will be able to	PSO Addressed	CL
CO-1	understand the fundamentals of Research process in characterizing, instantiating, and critiquing the dominant critical theories, methodologies, and practices in the field.	2	Un
CO-2	cultivate research culture by combining theory with practical application for an exceptional professional foundation.	2	Ev
CO-3	interpret new literary works to build broad-based knowledge and skills necessary to fulfil their goals.	7	Ev
CO-4	evaluate critically the sources they find and develop the thesis into a well-supported argument.	6	Ev
CO-5	formulate an original, increasingly analytical thesis of their own.	7	Cr
CO-6	document and present their work in accordance with the concepts of research methodology.	8	Cr

SEMESTER VI			
Project			
<b>Code: 21UENP61</b>	<b>Hrs/ Week: 6</b>	<b>Hrs/ Sem: 90</b>	<b>Credits : 4</b>

**Objective:** To provide guidelines to students on how to write papers in literature.  
To encourage research culture among students.

**Dissertation:** about 50 pages on a book other than the books prescribed for their study.

**Project Evaluation:**

The project will be evaluated on the basis of the students understanding of the topic, their knowledge of the fundamental aspects of research, their ability to document and present their work in accordance with the concepts of research methodology.

**Text Book:**

1. *MLA Hand Book*. 9th Edition. Modern Language Association of America, 2019.